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 (eg., film or concert)
- **Monday, November 8** - Sports and Games, Traditions
- **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, éclaire, 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://aatf.utsa.edu/]. Items will be posted on the Web site as they become available.

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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 AATFT chapters for actions to be organized during National French Week, November 4-10, 1999. The maximum award will be $500, and the chapter may use these grants to help fund any chapter activity. Proposals (not to exceed five pages) should include (1) the chapter name and the person designated as the principal writer of the proposal, (2) a one-page (minimum) summary of the project which includes a description of the names and responsibilities of the organizing team 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 proposal is to create events promoting French on the chapter level which it would be difficult for individual teams to organize. Proposals are due to the themes of National French Week (see page 1 of this issue) and reaching the wide community will be the goal. Proposals will be evaluated by the appropriate Regional Representative and then by the national committee and awarded without prejudice to the theme. Applications must be postmarked by March 1, 1999. The original proposal material may be returned. Five copies of the proposal should be submitted to AATFT National French Week Grants, Malcode 4510, South Central Illinois University, Carbondale, IL 62901-4510.

NATIONAL FRENCH WEEK LE SEMAINE DU FRANÇAIS

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

La Fête nationale de la francophonie se déroule du 4 au 10 novembre 1999

Initiatives locales, régionales, et nationales
aux États-Unis

À paraître dans les annonces National French Week et la page Web de AATFT [http://aaf.fatuasa.edu]

NATIONAL SMALL GRANT AWARDS
CONTINUED FOR 1998-1999

The Executive Council has renewed the AATFT Small Grants program to support local activities. This year the total available amount is $5000, with the maximum award being $500. Non members may apply for funding, however, or less if the chapter treasurer cannot meet the challenge—must be committed. In order to qualify for the AATFT Small Grant, the applicant can attract sufficient overall funding. Application procedures remain the same as in previous years. The following should be sent to AATFT Small Grants, Malcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by March 1, 1999: (1) name of applicant and Chap to which helpline belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) all anticipated budget, (4) amount requested and how the funds will be used, (5) evidence (if sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by Chapter Secre- tary-Treasurer). PLEASE NOTE: Every year interesting requests remain unfunded because we cannot support the chapter level; it is important to begin the application process AS SOON AS YOU RECEIVE YOUR SMALL GRANT PROGRAM information, it will be sent to you by your chap to your upcoming request. Small Grant projects WILL NOT be funded without chap to support. Additional information is available in the case of largescale projects. The purpose of this program is to add meaning to French classes and have students fund a worthy project that would otherwise be unfunded or underfunded. Proceedings from the presentation will be used to further the goals of French students in North America and to be of potential benefit to other members of the Chapters of international French. No awards will be made to carry on strictly personal research or to travel for the sake of general enlightenment. Members will 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 French Week, 1995, 1996, 1997, 1998, 1999 (Sept. issue). However, new types of projects will also be given full con- sideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to projects that will have a wide impact. Projects for National French Week are particularly encouraged. Complete applications will be due on or before March 1st and results will be announced by the end of March 1999.

À TOUTES LES AUTRES SOCIÉTÉS FRANÇAISES,

les participations et les soutiens de nos amis de l'Europe, de la Suisse et des États-Unis

Par ces lettres nous vous invitons à vous joindre à la fête du 9 au 10 novembre, la journée nationale de la langue française


du jeudi 4 au mercredi 10 novembre 1999

Initiatives locales, de l'Europe, de la Suisse et des États-Unis

À paraître dans les annonces National French Week et la page Web de AATFT [http://aaf.fatuasa.edu]

LE FRANÇAIS AU COEUR D'AMÉRIQUE

AATFT Small Grant Awards continued for 1998-1999

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on May 5, 1998, at a reception in her honor at the French Embassy, Dr. Myrna Delsing-Karan, Education Attaché at Quebec 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 Buhler, Cultural Counselor of the French Embassy. Mr. Buhler said to Dr. Delsing-Karan in his remarks, "...your efforts to make Quebec literature known throughout the world and your activities relating to French language learning has 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 unending knack for interpersonal relations."  

\[\text{Jean Teel, recently retired International Language Specialist for the Shawnee Mission District in Kansas, has been selected as the recipient of the 1998 American Council on the Teaching of Foreign Language/National Textbook Company Award for Building Community Interest in Foreign Language Education. A special ceremony was awarded with the award during a special ceremony held on Friday, November 20, 1998 at the 33rd 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 1982 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 became an organizer and achieved 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.  

\[\text{Albert Vaidman, Rudy Professor of French and Italian Linguistics at Indiana University in Bloomington, has been selected as the recipient of the 1998 Florence Steinier Award for Leadership in Foreign Language Education. The American Council on the Teaching of Foreign Languages (ACTFL) presented the award to Dr. Vaidman on Friday, November 20, during a special ceremony at the 32nd Annual ACTFL Convention in Chicago, IL. He received a $400 cash award and a commemorative plaque. This prestigious award, supported by the Illinois Foreign Language Teachers' Association, honors the memory of Dr. Florence Steinier, 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 the field of French language and culture. Dr. Vaidman 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. Vaidman 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 linguistic and cognitive sciences, including second language acquisition research, foreign language teaching, pedagogy and receive studies, and French linguistics. He has written and edited numerous publications. Dr. Vaidman is 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.  

\[\text{AATF HOTLINE FOR PROMOTING FRENCH}  

\text{Share your ideas on:}  

\begin{itemize}  
\item program outcbacks  
\item effective promotional activities  
\item travel and study opportunities  
\item reaching parents and administrators  
\end{itemize}  

http://aaf.uta.edu/hotline/  

\text{AATF National Bulletin, Vol. 24, No. 3 (January 1998)}  

\[\text{The Commission on Articulation has identified an urgent need for the establishment of articulation guidelines and the disseminateion 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:}  

\begin{itemize}  
\item conduct a nation-wide survey to identify patterns of articulation problems;  
\item publish and disseminate information identifying successful articulation initiatives;  
\item participate in ongoing articulation projects;  
\item work closely with other commissions of AATF to reach and serve members affected by articulation issues.}  

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Gladys Lipton, Co-Chair  
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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 integrating "Café Four culture" in every issue of the AATF National Bulletin, a Web site at [http://courses.unt.edu/aatf/aatfulture.htm], and regular meetings and workshops at major conferences.  

The FLES Commission has produced an annual review of interest to FLES teachers, 12 of which are currently available from the AATF Materials 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.  

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Fax: (504) 896-8597  

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Holland, MI 49443  
Fax: (816) 335-2357  

Raymond Corneau  
Harvard Univ. Extension School  
51 Brattle Bl.  
Cambridge, MA 02138  
Fax: (617) 496-2660  

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, bulling, 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://aaf.uta.edu/hotline/] and writing useful articles for the AATF National Bulletin.  

Penging the receipt of $150,000 in grants, it is planning a series of promotion workshops for teachers and administrators at all levels.  

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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 Benzien
824 Delaware Rd.
Kenmore, NY 14223-1236

Molly Weiland
4330 Harriet Ave.
Minneapolis, MN 55409
Fax: (612) 988-4716

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.

Pat Duggar, Co-Chair
[pblgine@iacol.com]

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. Lafayatte, Co-Chair
Dept. of Curriculum & Instruction
223 Peabody Hall 5701
Louisiana State University
Baton Rouge, LA 70803
E-mail: [lafayvat@easter.admet.lsu.edu] and
Barbara Anderson, Co-Chair
Normandale French Immersion School
Edina, MN 55424
E-mail: [andrer387.gold.to.umn.edu]

Community Colleges
Mary Jo Nether, Chair
Monroe Community College
4218 Combs Building
Morehead, KY 40351
E-mail: [m.nether@morehead-st.edu]

French for Business and International Trade
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International Business Program
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San Diego, CA 92182
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Bennington College
Bennington, VT 05201
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Molly Weiland, Co-Chair
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Janel Lafort-Paquin, Co-Chair

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 as AATF 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 respectable reality.

Promotion does not have to involve an extraordinary amount of extra work. At its most basic, it means talking (ineffectively) 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. 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, invite a student-producer 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 students-centered insofar as possible 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 to teachers who have never been AATF members.

There is strength in numbers. Utilizing all 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 vœux pour un heureux et prospère 1999!

Jayne Abrate
Executive Director

INTERACTIVE REVIEWS FOR THE FRENCH REVUE

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 [gray@pliot.musw.edu]. You can access the reviews page from the AATF Web Page [http://aattf.usat.edu] or directly by typing your browser at [http://polyglo.t.calif.berkeley.edu/].

1999 ELECTION RESULTS

Become a new French teacher and attend an AATF Convention that would not otherwise be able to attend. The first two awards were made for the 1996 AATF Convention in Lyon and four more awards were made for the 1996 AATF Convention in St. Louis, MO on July 11-14, 1998.

SPONSOR: Robert J. Ludwig, AATF Region 3 (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 PROCEDURE: submit (1) a 350- to 700-word (maximum) statement in French to:

AATF National Headquarters
3440 West Washington
Southern Illinois University
Carbondale, IL 62901-6510

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.

AATF NATIONAL BULLETIN

Volume 46, Number 3 (January 1999)

PAT DUGGAR, CO-CHAIR
[PB1GINE@IACOL.COM]
SOME IDEAS FOR QUESTIONS WHEN TEACHING FRENCH WORKS OF ART

In the workshop given by Jane Castle for the Chicago/ Northwestern 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.

Poussin’s The Plague at Paris (1642):

Level I (Renou’s The Flowers’ Lunch)
1. Who is this picture’s subject? 2. Who is this picture’s scene? 3. How do you think the mood is? 4. What are the colors? What are the lighting? 5. If your mother had been there, what would she have thought?

Level II (Monet’s Women in the Garden)
1. What is the subject of the picture? 2. What is the setting of the picture? 3. What do you think the mood is? 4. How is the color handled? 5. What does it remind you of?

Level III (Matisse’s The Blue Room)
1. What is the picture about? 2. What does the picture make you think of? 3. What do you think the mood is? 4. How does it make you feel? 5. What do you think the painter is trying to say?

Level IV (Van Gogh’s The Starry Night)
1. What is the subject of the picture? 2. What do you think the mood is? 3. What do you think the artist is trying to say? Will you try to paint something in the same mood?

Level V (Matisse’s The Serenade)
1. What is the subject of the picture? 2. What do you think the mood is? 3. What do you think the artist is trying to say?

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.

Christ 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 produced a manual for the AATF’s Managing Editor as well as Review and Assistant Editor for Civilian work in his capacities. A native of France, he has taught at the University of Paris X, the Institute of Advanced Studies, and in various French schools in France, Belgium, and Belgium. She has been an active participant in state and local, regional, and national meetings and committees.

Robert J. Ludwig, in his second term as Region III (New England) State Representative, is Professor of French and Spanish at Western New England College. He has served as an Eastern Massachusetts Chapter President and taught in schools in New York and Massachusetts, and taught before on occasion in France and Belgium. She has been an active participant in state and national meetings and committees.
LES DATES DES VACANCES SCOLAIRES EN FRANCE

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

L’année scolaire comporte 36 semaines de classe et comprend des périodes de travail d’environ sept semaines suivies d’à peu près deux semaines de congés, avec notamment des vacances d’été qui comprennent la totalité du mois d’août.

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

1999-00:

Rentrée: Écoles et collèges: jeudi 3 septembre; Lyocées: jeudi 10 septembre; Toussaint: du samedi 24 octobre au mardi 3 novembre; Noël: du dimanche 20 décembre au lundi 4 janvier; Hiver: 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; Vacances d’été: dimanche 11 avril au mercredi 26 avril; Zone A: du samedi 18 avril au lundi 5 mai; Zone B: du samedi 11 avril au lundi 29 avril; Zone C: du dimanche 18 avril au lundi 2 mai; Zone C: dimanche 6 mai au lundi 21 mai; Printemps: Zone A: du samedi 16 avril au lundi 2 mai; Zone B: du dimanche 18 avril au lundi 3 mai; Zone C: du dimanche 2 avril au lundi 17 avril; Vacances d’été: samedi 1er juillet 2000-2001


REGIONAL NEWS

REGION V: SOUTH ATLANTIC Alabama

Members of the Alabama Chapter of AATF are particularly active bunch. Below is a sampling of a few activities directed by the following AATF members: Catherine Danielou (University of Alabama at Birmingham) has been a prominent figure in the AATF community over the years, directing a successful student exchange program with Lyceum Camille Claudel in France. She was able to double French enrollment in her school.

Several Alabama institutions offer summer programs as directed by the following AATF members: Catherine Danielou (University of Alabama at Birmingham) and Allison B. Danielou (University of Alabama at Birmingham) both offer programs in France; Patricia Spencer (Auburn University) offers programs in Germany; Francois B. Danielou (University of Alabama at Birmingham) offers programs in France.

The next Congres de la culture française en Floride (COCF) will have the theme "Françophobie" and will be held in the Omni Rosen in Orlando, March 11-13, 1999. The scheduled events of interest is expected to be very similar to the traditional format (vocalizations, pièces et a, etc.), discussions, débats, lecture, civilisation, etc., all of which are expected to be an important part of the program. 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 House.

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 déba, gala, the winners of the educational projects will be announced. The conference will begin with a distribution des prix. Over 1500 students representing more that 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 Florida Foreign Language Association of Georgia, February 12-13, 1999. The chapter will also meet in Atlanta in the spring, at a date to 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 spring of 1999.

Florida

The Florida Chapter of AATF is already preparing for the Semaine du français in November 1999. During the annual con- vention of the Florida Foreign Language Association, the AATF will sponsor yet another pre- ce- ence de meeting, during which members dis- cuss their plans for the year 1999. At the meeting, panels and workshops will be held, and the FL AATF during the FFLA convention were related to the promotion of French and to the Semaine du Français. Bruno Ricordi, from the AATF, Attache linguistique au Consulat de France in Miami presented a table rond to set up guidelines for the planning of the French culture in Miami.


Le programme des événements de l'intérêt est prévu pour être très similaire au format traditionnel (vocalisations, pièces et autres, etc.). Les discussions, débats, lecture, civilisation, etc. sont attendus comme une importante partie du programme. Autre que les compétitions académiques, chaque école entrera un projet basé sur le thème et un album avec des activités du Club français et de la maison française.

De nombreux séminaires seront offerts, et plusieurs éditeurs, agences de voyage et d'autres institutions éducatives présenteront leurs produits et partageront ce qui est nouveau avec les enseignants et les étudiants. Au cours du banquet déba, gala, les gagnants des concours éducatifs seront annoncés. La conférence commencera avec une distribution des prix. Plus de 1500 étudiants représentant plus de 100 écoles sont attendus pour participer à cet événement annuel.

Géorgie


Floride


Mississippi

Mississippi was this year’s big French events in Mes- sissippi this year. “Splendors of Versailles,” which was here for six months, was a magnificent display of representative art works and a reconstruction of several rooms of the château, including the King’s bedchamber. The exhibition in Jackson was open 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 (Orchestrée de la Sarbonne, Les petits chanteurs de Paris, danse et orchestre authentique du 18ème siècle, Jean-Pierre Rampil, etc.), and, of course, many of AATF members worked as volunteers at the museum during the exhibit months.

Louisiana

The year 1999 is the bicentennial of the first French exploration and permanent
A SPECIAL PROGRAM FOR LOUISIANA SECONDARY TEACHERS: 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 1599-1999, will be held in Baton Rouge, January 22-24, 1999 and in Natchitoches, January 26-31, 1999. This program 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 informative workshops for secondary teachers of French and social studies teachers. Prof. Dr. Paul Hoffman, president of the Louisiana Endowment for the Humanities, will lecture on Louisiana culture and civilization at the University of Southern Louisiana, Lafayette. Other lectures will be given on the history of Louisiana, art, music, and the art period of the 19th century. The program is free to teachers and will provide a certificate of participation.
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 documentation 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:
      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:
         - The National French Exam
         - The DELF/DALF Exam
         - French Achievement Tests
         - The 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. 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:
      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 (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.
LE NUMÉRO UN DE LA FRANCOPHONIE: BOUTROS BOUTROS-GHALI

Lors du dernier Sommet de la francophonie à Hanol (1997), les chefs d’États et de gouvernements ont élu Monsieur Boutros Boutros-Gali au poste de Secrétaire général de l’Organisation internationale de la francophonie. Ce choix pourrait être discerné comme une reconnaissance de Monsieur Boutros-Gali, qui est connu pour son implication dans le débat sur les questions liées à la Francophonie.

Monsieur Boutros-Gali est considéré comme l’un des leaders de la Francophonie, et il a travaillé en étroite collaboration avec les autres pays francophones pour promouvoir la langue française et ses valeurs culturelles. Ses efforts ont été reconnus par la francophonie internationale, et il a été choisi pour occuper le poste de Secrétaire général de l’Organisation internationale de la francophonie.

Monsieur Boutros-Gali est né à Beyrouth (Liban) en 1941. Il a étudié à l’Université d’Égypte et a obtenu un doctorat en droit international à l’Université de Columbia. Il a ensuite enseigné à l’Université de Harvard et a été président de l’Université d’Égypte de 1988 à 1997.

Sous son leadership, la Francophonie a connu un développement considérable, avec l’extension du réseau d’échanges culturels et linguistiques entre pays francophones. Monsieur Boutros-Gali a également travaillé pour promouvoir la francophonie en Afrique et dans les pays d’Alsace-Lorraine, où il a été élu comme député européen.

Son parcours professionnel est marqué par de nombreux postes et responsabilités dans le domaine de la Francophonie. Il a été ministre de l’Éducation au Liban, chef de mission de l’ONU en Libye, et ambassadeur de l’Égypte en France et en Italie.

Monsieur Boutros-Gali est considéré comme un leader de la Francophonie, et son travail a été reconnu par la francophonie internationale. Il a joué un rôle clé dans la promotion de la langue française et des valeurs culturelles de la Francophonie, et il a contribué à renforcer les liens entre les pays francophones.

En conclusion, Monsieur Boutros-Gali est un leader de la Francophonie, qui a travaillé pour promouvoir la langue française et ses valeurs culturelles. Son parcours professionnel est marqué par de nombreux postes et responsabilités dans le domaine de la Francophonie, et il a joué un rôle clé dans la promotion de la langue française et des valeurs culturelles de la Francophonie.
Le respect pour les droits de la femme en France est une question qui a été très discutée ces dernières années. L'Agence française de développement (AFD), un organisme crucial dans ce domaine, a été fondée en 1959. Elle a pour mission de promouvoir la coopération internationale et de soutenir les pays en développement.

AFDD, l'Agence française de développement international, a été créée en 1959. Elle a pour mission de promouvoir la coopération internationale et de soutenir les pays en développement.

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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 paragraph appear in newspapers and local foreign language newsletters. While the paragraph cites some criteria used in the ranking, it has failed to take into account the actual status. After carefully 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 depth of information and actual status, even if no other extract other than the very brief form we have all seen, as previously indicated. We hope you will find it interesting and (or) learned, and you will 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

It is hardly risky controversy with the statement that today English is a more influential language worldwide than Yanomami. To a child's question why that should be so, the well-informed parent might brush off with the stock answer that English had hundreds of millions of speakers worldwide 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 parent might be forced to admit that is an answer they themselves did not know how to spell.

English, including English, is the most important language of the world by its speakers. Ranking the number of speakers is more difficult. Besides the complications of how one counts the speakers, one is forced to deal with the messy problem of how many people actually speak the language. What makes sense only if one looks at the world-wide picture, not just at a single country or region. One must also consider the economic, social, political and cultural factors that affect the language's status.

The 10 most influential languages are listed below, in order of decreasing number of native or home speakers.

1. English
2. French
3. Spanish
4. Russian
5. Arabic
6. Chinese
7. Portuguese
8. German
9. Italian
10. Hindi

Other than English, French is the most widely-used and understood language in the world. This is due to the international status of the French language, which is spoken as a native language by over 150 million people and is learned as a second language by another 100 million. French is also the official language of numerous international organizations, including the United Nations and the European Union.

The use of French in these organizations has given it a global influence that goes beyond the borders of France. For example, the French language is used in many of the international agreements and treaties that govern the world. Additionally, French is taught in schools around the world and is a required language in many European countries.

Although English has become the dominant language of the world, it is important to recognize the role of other languages in shaping international relations and diplomacy. French is one such language, and its continued growth and importance is likely to be a key factor in the world's linguistic landscape for many years to come.
Foreign students are a tiny minority but influen-
tial out of all proportion to their numbers. They
tend to belong to the most highly educated social
strata of their own countries, business, and
leadership class to come they are a major factor
in spreading the acceptability and social prestige
of a foreign language as a tool of communication
as well as the preferred foreign language, espe-
cially of the young.

Examples: English in Japan, French in Romania
out of one hundred
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 over 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

In 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, Switzer-
land
Arabic (17): Algeria, Chad, Egypt, Iraq, Jordan, Kuwait,
Lebanon, Libya, Mauritania, Morocco, Oman,
Qatar, 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 (8): Austria, Germany, Switzerland
Portugal (2): Brazil, Portugal
Chinese (2): Hong Kong, Taiwan
Hindi/Urdu (2): India, Pakistan
Japanese (1): Japan

Everywhere, this growth takes place at the expense
of the smaller, local lan-
guages. Hundreds if not thou-
sands of languages are
being pushed out of the
way. The speakers of these
languages are disappearing.

In science and technology the grip of English is
complete. With growing computerisation it

FIG. 6B. Number of secondary languages

FIG. 5. Number of
primary speakers

FIG. 6A. Number of
primary speakers

Key to Figs. 7-10

Fringe countries

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

Examples: English in Japan, French in Romania
out of one hundred
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 over a more
or less sizeable but always influential minority.

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land
Arabic (17): Algeria, Chad, Egypt, Iraq, Jordan, Kuwait,
Lebanon, Libya, Mauritania, Morocco, Oman,
Qatar, 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 (8): Austria, Germany, Switzerland
Portugal (2): Brazil, Portugal
Chinese (2): Hong Kong, Taiwan
Hindi/Urdu (2): India, Pakistan
Japanese (1): Japan

FIG. 7. Number of
countries using the
language
is becoming easier to put even the most awkward lan-
guages and script on screen but that does not alter the
big picture. The Chinese trader, scientist, manu-
facturer who wants to talk to just one of his ma-
ufacturing or cultural contacts is helped much by even the most care-
fully prepared Chinese document that is printed
on 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. It is
not at all obvious to me that a
new global lingua franca will
be spoken when and as it does, it seems,
the famous "market." There is
an overwhelming interest in learn-
ing globally everywhere in the world. Geography and his-
tory has made Mongolia one of the most landlocked
and isolated countries in the world until recently, iso-
lated especially from the West and from Western lan-
guages. Yet when the country opened itself up a few
years ago, the change was signalized at once by signifi-
cant numbers of English being spoken in English, barely
noticeable 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 Cam-
bodia the French government suffered a painful ex-
perience when the young population jumped the offers of
the Alliance Française, preferring instead to sign up with
anyone who offered En-
glish courses, even
dubious. In Ger-
m a n - s p e a k-
ing Switzerland school chil-
dren are learning French and
French-speaking
Switzerland. They
do so for practical reasons, the
mutual intelligi-
gen is seen in
in multi-
lingual
idens do not agree with their elders; surveys have shown that
they would all very much prefer to learn English.
The French are rightly grieved by this situation in which
sides a certain amount of fashionability behind the
English boom, there are solid economic and psycho-
logical 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 outside world. I once talked to a taxi driver in
Beijing about it; he is an English
KIDS' RIGHTS

11. A hierarchy of lingua francas

1. English
2. Spanish
3. French
4. German
5. Russian
6. Arabic
7. Portuguese
8. Hindi/Urdu
9. Chinese

Figure 12. Historical lingua frances

Post-colonial and emerging national languages

1.1 Arab
1.2 Amharic
1.3 Arabic
1.4 Arabic
1.5 Arabic
1.6 Arabic
1.7 Arabic
1.8 Arabic
1.9 Arabic
1.10 Arabic

Post-colonial and emerging national languages

1.11 Amharic
1.12 Arabic
1.13 Arabic
1.14 Arabic
1.15 Arabic
1.16 Arabic
1.17 Arabic
1.18 Arabic
1.19 Arabic
1.20 Arabic

Post-colonial and emerging national languages

1.21 Arabic
1.22 Arabic
1.23 Arabic
1.24 Arabic
1.25 Arabic
1.26 Arabic
1.27 Arabic
1.28 Arabic
1.29 Arabic
1.30 Arabic

Post-colonial and emerging national languages

1.31 Arabic
1.32 Arabic
1.33 Arabic
1.34 Arabic
1.35 Arabic
1.36 Arabic
1.37 Arabic
1.38 Arabic
1.39 Arabic
1.40 Arabic

Post-colonial and emerging national languages

1.41 Arabic
1.42 Arabic
1.43 Arabic
1.44 Arabic
1.45 Arabic
1.46 Arabic
1.47 Arabic
1.48 Arabic
1.49 Arabic
1.50 Arabic

Post-colonial and emerging national languages

1.51 Arabic
1.52 Arabic
1.53 Arabic
1.54 Arabic
1.55 Arabic
1.56 Arabic
1.57 Arabic
1.58 Arabic
1.59 Arabic
1.60 Arabic

Post-colonial and emerging national languages

1.61 Arabic
1.62 Arabic
1.63 Arabic
1.64 Arabic
1.65 Arabic
1.66 Arabic
1.67 Arabic
1.68 Arabic
1.69 Arabic
1.70 Arabic

Post-colonial and emerging national languages

1.71 Arabic
1.72 Arabic
1.73 Arabic
1.74 Arabic
1.75 Arabic
1.76 Arabic
1.77 Arabic
1.78 Arabic
1.79 Arabic
1.80 Arabic

Post-colonial and emerging national languages

1.81 Arabic
1.82 Arabic
1.83 Arabic
1.84 Arabic
1.85 Arabic
1.86 Arabic
1.87 Arabic
1.88 Arabic
1.89 Arabic
1.90 Arabic

Post-colonial and emerging national languages

1.91 Arabic
1.92 Arabic
1.93 Arabic
1.94 Arabic
1.95 Arabic
1.96 Arabic
1.97 Arabic
1.98 Arabic
1.99 Arabic
1.100 Arabic

Figure 13. The historical dimension

1.101 Arabic
1.102 Arabic
1.103 Arabic
1.104 Arabic
1.105 Arabic
1.106 Arabic
1.107 Arabic
1.108 Arabic
1.109 Arabic
1.110 Arabic

Figure 14. Globalization and cultural interdependence
### FIG. 14. Systems of writing by primary speakers

<table>
<thead>
<tr>
<th>Writing System</th>
<th>Number of Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>200,000,000</td>
</tr>
<tr>
<td>Chinese</td>
<td>1,300,000,000</td>
</tr>
<tr>
<td>Hindi</td>
<td>400,000,000</td>
</tr>
<tr>
<td>Persian</td>
<td>90,000,000</td>
</tr>
<tr>
<td>Urdu</td>
<td>100,000,000</td>
</tr>
<tr>
<td>Other</td>
<td>20,000,000</td>
</tr>
</tbody>
</table>

### SOURCES AND ACKNOWLEDGEMENTS

- **Conversational checks** as well as for non-linguistic figures the following sources have been used:
  - **Fischer Weltalmanach 1960-1993, Fischer Taschenbuchverlag, Frankfurt, Germany**.

- **Atlas 1991** as well as UN and IMF publications have been major sources.

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**FERNAND ROBIDOUX (1920-1998) and PAULINE JULIEN (1928-1998)**

Deux Grands de la Chanson Québécoise nous ont quittés... mais leur passion et leur voix ne se feront jamais...  

Michel jouera de la guitare dans l'opéra rock québécois "Ondes Théâtre" avec Robert Charlebois. En 1949 également il a dû aller jusqu'à Londres pour s'engager dans la musique. En 1950, les chansons québécoises se répandirent au niveau international. Le Québec ne croyait que celles-ci en valait la peine. Depuis, une des cinquante ans de ses belles voix du Québec a permis à Charlebois de conquérir le coeur de nombreuses générations.

**FERNAND ROBIDOUX (1920-1998)**

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

In the intimacy and on the places publics, the douceur of their paroles fervent sent avant to the l'identité québécoise. Ce fut toujours et est encore aujourd'hui un défi énorme à relever. Être Québécois et chanter le Québec sont deux fêtes génériques—de gêne. Être pionnier demander qu'on prenne des risques.

Venant de l'immensité du bonheur de bien connaître et de passer du temps avec Fernand Robidoux et Pauline Julien et leurs chères familles depuis 1958, je vois faire 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 par-delà le Québec jusqu'en Europe et même jusqu'aux rues. Les membres de l'AATF et nos élèves aux États-Unis.

**FERNAND ROBIDOUX**

Dès le début Fernand Robidoux savait donner un sens à la vie. Sa belle carrière a commencé dans les radios du Québec où il a retrouvé le chanters de 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 faire connaître. La langue française était dans le véhicule. Il était journaliste pour faire ses débuts à l'Assemblée Nationale du Québec, ce qui lui a permis de continuer son engagement au niveau politique.

**PAULINE JULIEN**

Comme et reconnue par ses amis, les artistes et surtout sa précocité comme "la passionnière du Québec", Pauline Julien a marqué le Québec par ses chansons paroles, par ses yeux féministes et par sa douce générosité. Pauline a su pénétrer le monde du théâtre et des boîtes à chansons en France, elle est renommée bien avant de se rendre au Québec pour enlamer une carrière de chanteuse: auteur, compositeur et interprète. Pauline prend une autre déclinaison sur le scène, mais également dans la rue, dans les manifestations et dans les prisons, elle est la voix des femmes, elle cherchait la liberté et la voix des citoyens du Québec qui, eux, cherchent leur...
Université de Montréal

The Université de Montréal is offering two scholarship programs in 1999 to AATF members to attend one of these programs. Both 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 some social-cultural activities offered through the program.

The scholarship recipient may choose one of the two sessions: July 5-23, 1999 or July 26-August 13, 1999. The intensive courses are available during the first session (July 5-July 23) include: Communication orale. Communication écrite et engagement égalitaire 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
Responsible 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

Jumstreet Scholarships

Thanks to the generosity of Jumstreet 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 Québec to study during the summer of 1999. Recipients must register in an established program of study somewhere in Québec. 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 1999-2000. Preference will be given to members who have been in their school 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 send a letter of recommendation to the program director by June 30, 1999. The letter of recommendation must be from a school administration or teacher in the recipient's school. The recipient must also provide a signed statement of intent to complete the Jumstreet Scholarship.

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) 453-5732; 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 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 during the summer of 1999. See information on page 54 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

Jumstreet Scholarship to Quebec

Self-assessment of linguistic competence (Check one)

Name

Last

First

Middle

Social Security Number

Home Address

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

City

State

Zip

Level of French taught:

Elementary

Secondary

Post-secondary

In 1999-99 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?
I. ACADEMIC PREPARATION
A. Identify the number of college/universities attended.
B. Travel, study, and residence in Francophone countries (List all experiences.)
C. 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. (Pages 3-5)

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 goals as a teacher of French or supervisor.
B. Comment on why you would value this course of study in the Francophone world.
C. What do you see as the major advantages of teaching in a Francophone environment? (If you have one, make this clear in your resume.)
D. What would you like to accomplish by attending a Francophone program?
E. Recommend the program to your Francophone colleagues and their students.
F. What do you feel would be the major benefits of attending a Francophone program?

VI. RECOMMENDATIONS
A. Request TWO recommendations, one from your principal, dean, or department head, one from another person who is familiar with your work or ability or from an AATF Chapter 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
   5. Have your recommender send the original letter PLUS FOUR COPIES directly to Jayne Arends, Executive Director, AATF.

I HEREBY CERTIFY that the above information is accurate and complete.

SIGNATURE OF APPLICANT

La vache qui rit, YLS, etc. are available in stores across the country! Have your students bring in advertisements or packaging to decorate a bulletin board. In addition, don't forget newspapers/magazines/articles about French Canadian hockey teams, the World Cup, the Tour de France, and French films, to mention just a few.

Happy hour! Choose a classroom period sometime during the year (several if you're highly motivated) and have your students make coloring booklets illustrating the vocabulary they have been studying. These can be labeled and sent to students in elementary schools in your district. (Start recruiting as early as you can!) It's a great idea for PR, and Putter with baguettes and fromage makes everyone happy!

Hopefully, this article has piqued your interest and brought back a bit of the sparkle that characterized your first teaching assignment however long or short ago that was! Dare to dream... Dare to increase enrollment by your enthusiasm!

Dare to AFFIRM FRENCH!
Joyce Beckwith
Region II Representative
Janet Lalonde-Paquin
Co-Chair
Middle School Commission

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 en pluri-identités

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.

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 forward for this important volume, and he and National Textbook have kindly allowed us to reprint that forward 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—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 is it that I am 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 do things that way" is the default 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 believe the words spread 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 has solved the problem. It is 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 NTCC/Contemporary Publishing Group, Inc.

MOTS CHASSÉS:

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

1. Pour assister au concert d'un célèbre groupe de rockers, les fans, devant les guichets.
   a. s'acquitter
   b. s'exécuter
   c. s'acquitter
   d. se répandre

2. Cet élève qui fait nombre d'erreurs utilise souvent _______
   a. un pinceau
   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 vaisselle est plus facile à tirer grâce à sa _______
   a. fermeture éclair
   b. jante
   c. trousses fourre-tout
   d. poignée télescopique

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. cloned golden boy
   d. avoir des saumonais

9. Un journaliste d'investigation a visité dans un article financier _______
   a. soulevé un lâvre
   b. fait un bide
   c. cloné un golden boy
   d. fais 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) victoré
   2. un pot-de-vin
   3. un dessous-de-plat
   4. (être) mégalomane
   5. s'acquitter
   6. se collier
   7. (être) infiniment flicéisé
   8. (être) déjanté
   9. un libertinisme
   10. (faire) trempelette

III. Relever les mots expressions et argotiques et familières.

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


Colette Dio
Nancy, France


AATF, Millikin 4510, Southern Illinois University, Carbondale, IL 62901-4510.
CULTURE ET INTERNET: PRÉSENTATION CRITIQUE DE SITES FRANÇOIS (III)

EMPLOI

Cet article fait suite à ceux de la même série parus dans les numéros d’avril et de novembre 1998 et dont l’objectif était de présenter des sites susceptibles d’intéresser les professeurs de français langue étrangère. Si vous souhaitez élargir les thémes sélectionnés ci-dessous, je vous suggérers le livre d’Olivier Andrieu, Trouver l’info sur Internet (Paris: Economica, 1998) qui donne le mode d’emploi des grands moteurs de recherche et qui offre des conseils pratiques et utiles.

Pour ce numéro, j’ai retenu d’autres moteurs de recherche et sites généraux d’information tels que : [www.tolle.qc.ca], site de la Toile du Québec qui offre des rubriques dans plusieurs domaines avec de nombreux liens ; [www.rtc.gc.ca], site américain de la Toquelle Connexion 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 possibility 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 qui offre un accès aux informations présentes dans le premier magazine des internautes québécois, poséda un site intéressant, [www.guide-internet.qc.ca], spécialisé dans les services et sites Internet ; l’équipe de ce magazine vient d’éditer le premier annuaire québécois d’Internet, Both Internet dans les sites en français, sous la direction de Renée Goyette (publication de Guide-Internet.qc.ca) et de Marie-Pier Deschamps (éditeur et rédacteur en chef). Ils ont déjà publié plusieurs ouvrages dans la collection “Internet,” dont Internet —Comment le pratiquer ((version française et en anglais) et les ouvrages à venir) ; ils sont à suivre, de Louis-Gilard Lebon et André Vulliet. Pour trouver des liens à d’autres sites français, consulter les deux sites d’information sur les liens et les rubriques offertes par le site du Centre International d’études politiques (CIEP) de Sèvres, [www.ciep.fr], la “Plate-forme française” de la Toile du Québec, [www.tolle.qc.ca/francaisphonie], propose un annuaire des sites de pays et régions francophones de tous les continents. Pour l’Afrique, trois sites marquent d’ailleurs le Panorama. [www.africano.org], site d’Afro Network qui se limitent pour l’instant au Sénégal et à la République Centrafricaine ; [www.africanacرات.org], site d’Afrique, excellent site de “l’Afrique sur Internet” avec des données sur l’Afrique francophone (stats, press) et le monde africain français ; [www.ww.yomapis.com], site bilingue de Woyaal, le grand moteur de recherche afrique.

EMPLOI

[www.afpa.fr], site de l’Association nationale pour la formation professionnelle (en particulier les adultes) et qui propose un emploi des offres de stages ou de formations, des offres d’emploi des entreprises ou des syndicats ou des services des régions et des départements.


[www.travail.gouv.fr], site officiel du ministère de l’Emploi et de la Solidarité qui offre des informations sur l’emploi et les conditions de travail, les conditions de travail, les conditions de travail, les conditions de travail ; des informations sur la solidarité et la sécurité.

[www.emploi-jeunesse.fr], site officiel de l’Agence nationale pour l’emploi qui propose des offres d’emploi, ainsi que des informations sur les entretiens, les formations, les options et les informations sur les entreprises ; des informations sur le CROUS (centre de recherche, de formation et d’enseignement supérieur) et de l’enregistrement dans la base de données du site, des conseils de toutes sortes, et des informations sur l’emploi sur Internet.

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FRENCH CONVERSATION NIGHT

The American Association of University Women (AAUW) is pleased to announce the French Conversation Night event. This event is designed to improve your French skills and provide a casual setting for practice. It is open to all levels of French proficiency.

Event Details:
- Location: AAUW Clubhouse
- Date: September 25th, 2023
- Time: 7:00 PM - 9:00 PM
- Admission: Free for members, $5 for non-members

Come join us for an evening of conversation and cultural exchange. You will have the opportunity to practice your French with native speakers and expand your vocabulary. This event is perfect for anyone looking to improve their French language skills in a supportive and enjoyable environment.

Contact Us:
For more information or to register, please contact info@auuw.org or call 555-1234.

AAUW presidential elections are open to all qualified members who are at least 18 years old. Each member is allotted a certain number of votes based on their membership category. The candidates for the presidential election are:

- Candidate A
- Candidate B
- Candidate C

Voting will take place from September 15th to October 15th, 2023. Members will receive their ballots via email or by mail, depending on their preference. Please ensure your membership is up-to-date to be eligible to vote.

Deadline: October 15th, 2023

Local news from across the country:

- City Council approves new downtown development plan
- Local school district reports significant improvement in test scores
- Community center to host annual fall festival

Visit our website for more updates and community events.

AAUW Presidential Election
Voting begins September 15th, 2023
Deadline: October 15th, 2023

AAUW online at www.auuw.org
MESSAGE TO LANGUAGE TEACHERS FROM PAUL SIMON

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- 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 adapté et pluridisciplinarité.

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

Applicants should adjust their theme depending on their needs, goals, and desires 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 website (http://aafba.org). All application materials must be received at AATF National Headquarters by March 1, 1999.

MOTS CHASSÉS:


1. 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... (décidé) qu'ils allaient payer un ticket pour assister au concert.
   a. a s'acquitter b. se préparer c. s'engager d. se présenter

2. Cet élève qui fait nombre d'erreurs utilise souvent... (constant)
   a. un surgrippe b. un rapporteur c. une oreille d. une mélodie

3. Si vous avez beaucoup d'enfants, vous paierez moins d'impôts, donc vous bénéficiez d'un... (réparti)
   a. abattement fiscal b. C.A.C. 40 c. abattement fiscal d. plancher de versement

4. Les manges des B.D. en France... (frecquent)
   a. font un malheur b. perdent la vie c. sont fréquentés d. sont dangereux

5. La France métropolitaine s'appelle aussi... (habitué)
   a. Madagascar b. L'Hexagone c. une P.M.E. d. une métropole

6. Ma valise est plus facile à tirer grâce à sa... (simple)
   a. fermeture éclair b. manivelles c. trousses fourre-tout d. poignée télescopique

7. En été, les eaux chaudes plus ou moins polluées, la mer est un vrai... (stressé)
   a. délice b. boulon c. ressort d. zinc

8. Pour être très sûr de son épanouissement, il veut... (sûre)

9. Un journaliste d'investigation a vu dans un article financier... (sûre)
   a. soutenu un livre b. fait un choc c. soutenu une investigation d. fait un choc

10. À ma mort, mes héritiers paieront... (sûre)
    a. un P.R.E. b. des frais de gestion c. une pénalité d. des frais de gestion

11. Décomposer les mots suivants et analyser leur formation.

(a) (être) vicelard
(b) un pot de vin
(c) un dessous-de-table
(d) (être) mégalo
(e) se s'acquiter
(f) se collater
(g) une intrigue bien ficelée
(h) (être) déjanté
(i) un librettiste
(j) (faire) trempelette

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

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


Colette Dig Nancy, France
AATF, Malicade 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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PARLONS PAR OMONOMOPHÉS !

L'onomatopée est la création d'un mot suggérant ou souvent suggéré 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. Ce sont des mots de la langue qui ne plaissent pas aux lecteurs et qui irritent les gens. Il y en a beaucoup de types différents.

A. atchoum (le "m" se prononce): son que l'on émet quand on est enrhumé.
B. baffalet (le "m" se prononce): son de quelque chose de lourd qui tombe, qui s'écrase.
C. bi-joining: son des ressorts.
D. clap clap (le "p" se prononce): son des aplaudevements.
E. craii (le "c" se prononce): bruit sec imitant un choc, une rupture.
F. ding ding (il s'agit d'une sonnasse nasale): un remboursement; un coup de sonnette.
G. ding, ding, dong (dans le premier mot, il s'agit d'une sonnasse nasale; dans les deux autres, il s'agit de voyelles nasées). Les "g" se prononcent: la sonnerie d'un cabotin.
H. dring dring (il s'agit d'une sonnasse nasale; il s'agit d'une sonnette, surtout électrique. Il faut également signaler l'ouvrage de Lionel Brod, Trouver Un Appel sur Internet (Paris: Editions d'organisation, 1988). Enfin, il pourra consulter les grands mots de recherche qui continuent de supporter une telle rubrique sur les emplois classés par pays et catégories professionnelles.

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

Cet article fait suite à ceux de même auteur dans les numéros de septembre et de novembre 1998 et dont l'objectif est de présenter des sites susceptibles d'intéresser les professeurs de français langue étrangère. Avant d'aborder les thèmes sélectionnés ci-dessous, je voudrais signaler le site "Offre d'emploi" des sites d'information sur Internet (Paris: Editions d'Europe, 1998) qui donne le mode d'emploi des grands moteurs de recherche pour les sites de conseils pratiques pour aller plus loin.

Pour ce numéro, j'ai retenu d'autres moteurs de recherche et sites d'information d'intérêt pour les professeurs de français langue étrangère. Les thèmes présentés sont de nature à intéresser tous les professeurs, qu'ils soient établis ou que'ils soient en cours de formation.

EMPLOI

[www.sql.fr]: site de l'Association nationale pour la formation professionnelle des adultes (AFPA) qui offre des rubriques sur les formations sous forme de stages; diverses rubriques ont été insérées dans le site pour aider les étudiants et les associations; la liste des activités régionales et les actualités.
[www.acacia.org]: réseau de l'Agence nationale pour l'emploi (ANPE) et 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, etc.).

[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.carreermostatic.fr]: site gratuit de CareerMost France, considéré comme le pilier de la recherche d'emploi sur Internet. Il propose une recherche en fonction des catégories suivantes: les offres d'emploi, les entreprises qui se présentent, la "Civihire" (pour le dépôt et la recherche du CV), la transition de l'emploi à l'entreprise, les stages, et CareerMost dans le monde. Ce site très pratique contient une mine de renseignements et des conseils pour faciliter la recherche d'emploi (salaires, les secteurs qui permettent, le "bon" CV, les adresses utiles, etc.).
[www.entreprises.fr]: site d'Entreprises France et premier service d'information offrant des informations détaillées sur des offres d'emploi. Il propose des informations sur les salaires, les perspectives de carrière, etc.
[www.jeunesentreprises.org]: site de Jeunes Entreprises qui, grâce à l'appui des médias financiers, médiatisation des affaires et de l'économie à la portée des jeunes au Canada. 

[www.ministre.fr]: site des services Ministre qui sont encore au nombre de 18 000. Bien que le Ministre soit en partie de villes et de communes, son but est d'autant plus important, il est encore très utilisé en France. À noter: on peut s'abonner au Ministre en ligne à partir de www.departements.fr.
[www.laposte.fr]: site officiel de la Poste française (site très attrayant et bien conçu. Il est possible d'acheter, de commander des produits en ligne (courrier, colis, services financiers), et de découvrir la poste (statistiques et les objectifs de la Poste), commander en direct via le site et还有一个年度报告。其他有关
Les relations entre les associations et les autorités sont essentielles.

**Résumé**

La situation actuelle montre que les défis du futur sont nombreux. Les crises de santé publique, la lutte contre le changement climatique, la sécurité des transports et l'accès à l'éducation sont des enjeux majeurs pour les années à venir.

**Conclusion**

Il est crucial de mobiliser toutes les ressources disponibles pour faire face à ces défis. Les associations, les gouvernements et les citoyens ont un rôle à jouer dans la construction d'un avenir plus durable et inclusif.
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 mission. Members who have responded to our call to become active members have been assigned to participate in tasks on our objectives. Two sessions are scheduled for the spring of 1999. Central States in Little Rock and SOUTL. We are also organizing a special workshop on the teaching of French culture for the AATF convention in St. Louis. A French education abroad interest group and a student/teacher exchange interest group are also being organized this year. The Winter Spring issue of Le Grand Concours sent to all members in December for further details.

VENUE NOMEUSE!

Le Grand Concours, 1999
Contest Dates
AATF (Grades 1 — 10) March 1 — 10
Secondary: March 1 — 23
National Committee
Sidney L. Teltzelnier, National Director
P.O. Box 32900
Saratoga, CA 95070
Fax: (408) 364-9020 q (217) 356-7925
George Diller, National Chair, Eligibility Room 170, Dauler Hall
University of Florida
Gainesville, FL 32611
Fax: (352) 392-5957
E-mail: [diller@ufl.edu]

Now is the time to be involved!

We would like to invite AATF members to participate in the commission’s work (as follows):

- For information on membership: Sharon Rapp, Foreign Language Dept., Conway High School West, 2300 Prince Street, Conway, AR 72032-3749 (sbrapp@junio.com)
- For short articles describing classroom activities of a cultural nature: Karen 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: "Plafons cet antennet" by Janice Jang, on page 38, and "Culture et Internet: presentation critique de sites francophones (III)" by Marie-Christine Koop, on page 37.

FOUR QUÉBEC AUTHORS PRESENTED THEIR WORKS AT AATF MONTREAL

Four of Quebec’s finest authors read from their works and gave their predictions for the future of Quebec literature in the 21st century at a plenary session during the AATF annual meeting in Montreal last December. The session was organized by Dr. Myra Dylon-Karan, Educational Advisor for the Government of Quebec.

Marie-Claire Blais has been called "The Muse of Quebec" and is the author of 400 books. She won France’s Prix Medicor 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, Solfa. Ms. Blais is from Montreuil 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 Quebec, The French-Canadian Academy, and The Royal Academy of Belgium.

Louise DUPRÉ, novelist and poet, is Professor of Literature at the University of Quebec in Montreal 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 peau familiere, was chosen as the "Book of the month" by Le debat des livres, and received the Alfred Des Rochers Prize. Ms. Dupre was also the recipient of the Grand Prize for poetry by the Fondation des forgets for her work, Noir djöla. Her most recent work, Le mémoire de Rose, was awarded the Quebec Prix of the Academy of Quebec Letters.

Madeleine MONNETTE is a native of Quebec City, 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 violences and Amandites et melon, were selected for the Molson Prize and the Edgar-LeGlace Prize respectively. Her most recent work, La femme furieuse, was nominated for the Grand Prize by readers of Elle and for the France-Quebec-Philippines Rossillon Prize. Ms. Monnette was the first recipient of the Gabrielle Roy Scholarship which gave her the opportunity to live and write in Rome’s summer home on the banks of the St. Lawrence.

France THEREOT holds a doctorate in French from Sherbrooke University in Quebec and taught for many years at Atulsh College. She now devotes herself full-time to writing and has produced any number of works, among which are Bloody Mary, Nous parlemiers comme on écrit, Intérieur, and "Homme qui peignait Staline." Her works, La Nel des sodovir et Transit have been translated into English, Spanish, Italian, and Dutch. Her collection of poetry, Le peau familiere, was chosen as the "Book of the month" by Le debat des livres, and received the Alfred Des Rochers Prize. Ms. Dupre was also the recipient of the Grand Prize for poetry by the Fondation des forgets for her work, Noir djöla. Her most recent work, Le mémoire de Rose, was awarded the Quebec Prix of the Academy of Quebec Letters.

In the November issue (24-2:5) there was an error in the article on Ronald W. Toon, former editor-in-chief of the French Review. He is Associate Vice-Chancellor for Academic Affairs and the University of California at Santa Barbara, not at Los Angeles.
QUÉBEC: UNE DEMI-VICTOIRE POUR BOUCHARD*

Lundi 30 novembre 1998, les Québécois se rendent aux urnes pour un nouveau gouvernement provincial. Les sondages ont fait coexister trois candidats: Lucien Bouchard au Parti Québécois (PQ), Jean Charest au Parti Libéral du Canada (PLC) et Mario Dumont à l'Action Démocratique du Québec (ADQ).

Bien que les résultats ne soient pas éloquents, ils montrent que quelques petites surprises—de bonnes et de mauvaises pour les trois leaders.

Commencons par l'ADQ, puisque c'est le parti que les électeurs mettent en évidence dans leurs discours télévisés. Mario Dumont, le jeune chef d'une vingtaine d'années, est le premier à prendre la parole. Il se réjouit d'être réussi 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 parti en Septembre avec 10,4% de l'électorat à l'âge de 25 ans (de 6% à 12% en 1998).

Quelques moments plus tard, c'est un Jean Charest souriant et vivement enthousiaste qui s'adresse aux Québécois. Il a gagné son siège pour la 4e fois dans sa circonscription. Il a l'accent de la campagne sera dédiée à la suite de sa majorité absolue au niveau provincial. Avec une ample majorité parlementaire (75 sièges sur 125), c'est lui qui formera le nouveau gouvernement.

Le lendemain, derrière la façade de la victoire se cachent des échos et des déceptions, pour nous, trois, il en 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 autres partis, mais en termes concrets, il n'y a pas de véritable changement, qui continuerait à être observé à l'Assemblée lorsqu'il serait temps de faire des débats de deux décembre, de manière que le parti soit satisfait de sa performance. En tout cas, nous sommes persuadés de notre engagement et de nos perspectives, mais nous savons que nous avons encore bien de la cheminée à parcourir.

Concernant l'aide à l'opposition, nous souhaitons que le PQ ait une plus grande influence sur nos décisions, mais nous avons déjà commencé à travailler sur la question de la création d'une coalition. Nous avons également commencé à discuter de la possibilité d'un accord de coalition avec d'autres partis, mais nous savons que nous avons encore beaucoup à faire.

Concernant l'avenir des finances, nous savons que nous avons des défis importants à relever, mais nous sommes confiants dans notre capacité à trouver des solutions, tout comme nous sommes confiants dans notre capacité à continuer à travailler ensemble pour le bien de tous les Québécois.

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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 businesses who use French in their work, including a travel agent, an immigration lawyer, a journalist, and a businesswoman. A condensed version of a video originally produced by the Western New York AATF chapter, the video shows how French is still the language to learn today in global markets. Local students present their stories in French.

Ray Verzaccoti
PNCP Executive Director

AATF MATERIALS CENTER

Prices quoted in this list include POSTAGE AND HANDLING. Make checks payable to AATF. Payment should accompany orders to the AATF Materials Center at 2200 North Roybal, Suite 100. No priority or expedited postage and handling are available. Please allow 3 to 4 weeks for delivery. SEE RULES FOR ADDRESS ERRORS. No returns permitted. All rights reserved. Copyright 1999.

Orders include the following:
- AATF Guide to Support from Embassies (58 pp) outlines sources of information from the governmental agencies of France, Germany, and Switzerland.
- AATF Certificate of Merit. An extra 10% off.

AATF PROMOTIONAL FLYERS (sample copy available upon request)
- Top 10 Reasons to Learn French...
- Free of charge to members; $5 for non-members. Discount: $1 for postage and handling (while supplies last).
- Free of charge to members; $5.50 for non-members.
- AATF COMMISSION ON PEDAGOGY Roberts entre mai et octobre, a 23-minute video accompanied by a pedagogical guide with exercises for several levels; plot tested by secondary teachers. (Available for help, useful suggestions. Filmed in France.
- $25.00 (members) /30.00 (non-members)
- MEDALS
Minerve, 41 mm bronze (from government mint in Paris)...
- $18.00
- $15.00 (members) /18.00 (non-members)
- NEW! AATF PINS, $4.00 - $6.00
- $5.00 (members) /6.00 (non-members)
- AATF Portofolio Envelope - zipper bag
- $6.00 (members) /7.00 (non-members)
- SPECIAL OFFER 10.00 (while supplies last, only a few left)
- LIMITED EDITION Fr. 1.50 (non-XL, XXL) /5.00 (XL, XXL)
- SPECIAL OFFER 10.00 (while supplies last, only a few left)
- NEW! Tee-shirt. Le Francophone blanc, short sleeve, from $15.00 to $20.00.
- NEW! Tee-shirt. La belle Fille de la Francophonie, black shirt with gold design, see order form on page 43.
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)
  Application deadline for AATF Small Grant Awards (page 4)
  Application deadline for AATF Chapter Grants for National French Week (page 4).
  Application deadline for Prix de la paix Contest (Nov. issue)
  Application deadline for NEH Summer Institutes and Seminars for school teachers (Nov. issue)
  Application deadline for NEH Summer Institutes and Seminars for college and university teachers (page 43)
March 15, 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 manière 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)
  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
  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
(October 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]