



Gladys C. Lipton

Dear Colleagues,

It was a great pleasure to meet and greet so many AATF members at our exciting St. Louis convention in July. Hopefully, teachers have had an opportunity to "recharge their batteries" over the summer, as this promises to be a crucial and critical year for teachers of French, when many of the new AATF initiatives will be in full swing!

I would like to dedicate this first message of the new academic year to the promotion of French, to publicity for French activities, and to **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK**. Let's start the countdown!

I have been looking at a new book entitled *The Best TV Commercials...And Why They Worked*, (Bernice Kanner, New York: Times Business, 1999) and pondering the author's conclusion: "Selling is the language of our time and advertising is its boldest manifestation. Like it or not, it's a pure expression of the world we live in today...If Michelangelo were alive today, he'd probably be working on Madison Avenue." Do you find that to be an outrageous conjecture as I did?

It was so outrageous that it caused me to reflect upon the situation of French in today's world. My conclusion? Not to anyone's surprise, I feel that not only do we have to continue to be outstanding teachers and scholars of French and French cultures, not only do we have to become experts in marketing and selling our excellent and very worthwhile field of French, not only do we

need to reach out to our many publics (and use specially designed messages for each of them) to keep them informed, eager, and interested, not only do we have to become high achievers in PR 101 and advanced PR courses, but we must also be "publicity hounds" for French, at every single opportunity!

In discussing **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK** (November 4-10, 1999), several teachers have spoken very frankly to me, saying: "Selling French just isn't in my nature..." or "I do a pretty decent job teaching, and that's all that should be expected of me..." or "I can't stand the thought of marketing..." or "I don't consider marketing to be part of my job description..." or "I didn't become an expert on Proust to go commercial like that..." or something quite similar. Every one of us has either made comments like that at one time or another or has heard colleagues and friends say similar things! However, if we look at our current world realistically, we must face the fact that we are on the verge of that dreaded "rainy day." Each and every teacher of French must join with us in the many different kinds of promotional celebrations around the country.

I have also heard some teachers say: "I don't know how to get started," or "I'm the only French teacher in my school" or "They'll think that I'm silly or worse," or "I don't know any media people," or "The media people aren't interested in the good things that are happening in the schools!" Despite all our trepidation and reservations, despite our inexperience with public awareness procedures, we must move forward! We must get our messages across if we have hopes of improving the current public's perceptions about studying French language and cultures.

Here are a few tips on getting ready now for **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK**:

1. **Organize a NATIONAL FRENCH WEEK committee** (French teachers and non-French teachers, students, parents, other teachers of French at all school and university levels, AATF members and nonmembers, the *Alliance Française*, members of business, social, and civic associations, and all the Francophiles and even some of the non-Francophiles you can find

in your community—in short, the "doers" in your community. Organize the people who have the energy and the willpower to make things succeed.

2. **Develop a "marketing plan"** in which you plan classroom events, school-wide events such as French cheers at a football or soccer game, community events, a mayor's proclamation, a fashion show, a poetry contest, etc. See the May special issue of the *National Bulletin* or visit the AATF Web site [<http://aatf.utsa.edu>] for additional ideas. You might also try something unusual, something which can capture your community's interest and attention. Remember that everything you plan for the "marketing plan" **MUST BE ACCOMPANIED BY a "publicity plan."**

3. **Create a "publicity plan"** in which you inform media representatives NOW, and EVERY WEEK from now on, by letter, by telephone, by e-mail, by FAX, in person, and don't forget to include the coordinates for the contact person(s). Be sure to have several people responsible for taking black and white pictures, and get the names of the people who appear in the pictures! After an event, please remember to send the pictures and a brief description of the event to the media (newspapers, magazines, radio, TV) together with the name and coordinates of the contact person(s). Also, remember that the media people are interested in the human interest factors—

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just read the first sentence of any newspaper story, and you'll see that it includes the who, what, when, where, and why.

4. **Focus on starting NEW** French programs at all school and university levels. Parents are often interested in starting new FLES* (Sequential FLES, FLEX, or Immersion) programs, so plan to distribute the new AATF flyer on "Why French FLES*? Think about beginning to offer special interest French courses and packaging them in different ways: Saturday or weekend programs, after school classes or club programs (I call them "Get Your Foot In The Door" approaches), concerts, theatrical performances, films, etc. Let's think creatively and listen to what is of interest to students and their parents and find new ways to respond to these interests.

5. **Study** a copy of the new "Publicity Brochure," (in the center of this issue of the *National Bulletin*, pp. 27-28), written by Vincent Morrissette (CA) and Diana Regan (PA), our national AATF Publicity Committee co-chairs, and use it to help you get as much publicity as possible during **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK** and throughout the year. Compile a list of all the people who can help with publicity—people who have personal contacts, people who have been successful in getting publicity, people who know how to "open doors."

6. Design a special signature after your name in letters, e-mail messages, faxes, etc. where you remind everyone that November 4-10, 1999 is **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK**. Use it on the outside of envelopes as well! Let's start wearing buttons and stickers **NOW**, announcing this event at every opportunity—in school, at civic meetings, at the supermarket, at the video store, at the library, at the restaurant, wherever you go, and carry a few extras in case other people want to wear them, too. This is the time to order a large supply of promotional materials from the AATF National Office (see page 37).

6. Plan to zero-in on the various practical aspects of French in today's and tomorrow's world. Have your students make a display of all the French words which appear in the daily newspaper ... or of all the classified ads for jobs which require or prefer those with French skills. French is practical, French is useful. French has meaning in our daily lives.

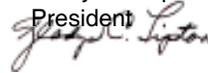
7. Please stress the day-to-day pleasures of studying French, of using French-related expressions, of enjoying the *joie de vivre* of the French way of life. Sometimes people forget, even take for granted, the many major contributions to our world by

French-speaking scientists, inventors, writers, artists, sports people, composers, musicians, performers of all kinds (actors, dancers, singers, etc.), and many others from all over the Francophone world. Let's keep these past and present world-famous contributions by speakers of French at the forefront, in our French classrooms, in our schools, in our universities, and in our communities.

8. Remember that it will take several years before we will be able to turn around the current serious situation. We can do it! We can make a difference! It is important to keep records, with brief notes about what worked and what needs more attention. These records should include your letters, your time lines, your communications, recordings of radio and TV "spots," copies of proclamations, newspaper clippings, names and addresses of your contacts, committee members, etc., so that everything will be ready for action when we again make plans to celebrate **LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK** in November 2000.

Let's have a smashingly successful 1999 celebration—"un succès fou!"

Gladys C. Lipton
President



**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 4-10**

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Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Mathé Allain, University of Southwestern Louisiana; Therese C. Clarke, Williamsville Central School District, NY; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA.

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USIA INVITES APPLICATIONS FOR FULBRIGHT TEACHER EXCHANGE PROGRAM

The U.S. Information Agency (USIA) Fulbright Teacher Exchange Program invites applications from U.S. administrators and teachers at K-12 schools, two-year colleges, and universities interested in teaching abroad during the 2000-2001 academic year.

Applications are currently available and must be postmarked no later than **Oct. 15, 1999**. Requests for applications should be directed to Tiffany Swanson, USIA Fulbright Teacher Exchange Program, 600 Maryland Ave., SW, Suite 320, Washington, DC 20024; Telephone: (800) 726-0479.

These exchanges are administered by the USIA's Bureau of Educational and Cultural Affairs as part of the Fulbright Program which promotes mutual understanding between citizens of the US and other countries through educational and cultural exchange.

Participants continue to be paid by their home institutions while exchanging classrooms, usually for one full academic year. A limited number of semester and shorter-term exchanges, as well as one-way assignments, are also available.

U.S. educators interested in participating in the Program must be U.S. citizens; have a full-time teaching position; be in at least the third year of full-time teaching; and fluent in English.

One-on-one exchanges offer a reciprocal advantage to participating institutions—schools and communities gain the expertise and perspective of the visiting exchange teacher, and subsequently, share the global experiences of their returning faculty members. For the individual teacher, it is a unique professional development opportunity.

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

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

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

MESSAGE FROM THE EXECUTIVE DIRECTOR

The new school year is upon us. The new millennium is just around the corner. The furor generated in France surrounding the recent eclipse which was visible across France and much of Europe on Aug. 11 gave rise to predictions of disasters, destruction, and even the end of the world and demonstrates clearly that we are not very far removed from superstition and misperception. As French teachers, we know firsthand of the many frequent, and often unspoken, misconceptions about French: "Spanish is easier," understand "French is harder;" "Spanish is more useful," understand "French is no longer very useful." We know these statements to be false. Now is the time to step forward, if you have not already begun to do so, and combat these notions with the many resources AATF has put at your disposal.

National French Week will be here soon, November 4-10. You have all received the special issue of the *National Bulletin* with the promotional poster and many ideas for celebrating National French Week. Additional information is also available on the Web [<http://aatf.utsa.edu/>]. It's not too late to start planning, if you begin immediately.

1. Contact your chapter officers. They may know of someone near you with whom you can join forces, or the chapter may be planning activities in which you and your students can participate;
2. Check your local resources for possible French-related events you can link to, festivals, films, concerts, plays, exhibits;
3. Enlist the help of any colleagues, local French speakers, and Francophiles you know who will offer their assistance and expertise;
4. Use your students to plan and promote National French Week in your community;
5. Publicize to attract all the attention you can to your program and to the National French Week events you organize.

If you are the lone French teacher in your school or community, it is perfectly all right to start small. If a local French-related event falls before or after National French Week, use it anyway. The publicity generated is more important than the actual date. If, for some reason, you cannot celebrate in November, pick your own week to celebrate French. Of course, it is much more effective if all French teachers nationally celebrate together, but once again, it is the local exposure for the study of French that is crucial.

Begin thinking about next year. We hope to make National French Week a recurring

event. Repeat what works this year. Use or extend your connections to local guests, resources, and facilities for subsequent celebrations. Think of new ways to vary and expand the promotion of French. And, finally... Publicize. Publicize. Publicize. Before...during...after **National French Week**.

Hopefully, you will be successful in generating local and regional media interest in National French Week. When called upon to discuss the status of French with journalists and others, be positive. Keep a supply of AATF flyers handy to share with them. On page 39 of this issue, you will find an excellent article on debunking the common myths and misconceptions about French. However, I would like to point out one important misconception perpetuated by this very article. French enrollments are not dropping nationally! Everyone believes this to be true, and if enrollment is dropping in your school or community, you may be convinced of it as well, but the national K-12 statistics do not support this statement.

It is true that the percentage of K-12 students taking France nationally has been falling for the past several years, but this is because the number of students taking Spanish has been increasing at a much faster rate than the number of students taking French. However, the actual numbers of students taking French have been steadily, if slowly, increasing.¹ The important statistic to remember is that only about 41% of public-school students take **any** foreign language. That leaves a huge pool of potential French students that we must attract.

At the college level, the statistics are more disturbing. There has been a drop both in raw numbers of students and in the percentage of students receiving degrees in French.² This has led many universities to consider cutting back or even eliminating French programs. In addition to promoting French in our schools and communities, K-12 and university colleagues need to join together to promote French. The increasing numbers of students K-12 who are choosing French will soon be arriving at those universities and will want to continue their study of French.

Promotion works! I can relate anecdote after anecdote that teachers have shared with me where their efforts to promote French to incoming students have been successful. Organizing high school students to teach mini-lessons or to present a brief program in French to elementary feeder schools is a proven way to generate interest in French.

In dealing with the media, stress that French is NOT in trouble nationally. Certainly, Spanish is more visible in many areas of the country, but the U.S. has a long tradition of ties with France, and there are important French heritage communities in Louisiana, in the Northeast, and even in

Florida where there are large concentrations of Haitian immigrants. French is still the second most influential language in the world,³ for its international stature, the number of countries where it is an official language, the number of people worldwide who learn it as a foreign language, as well as for the economic power of the countries where it is spoken. Our job as an association and your job as an ambassador for French are to let the public know that French remains an important language to learn for professional, cultural, and personal reasons.

Now is also the time of year when we send out our dues renewal invoices for the 2000 calendar year. Please return your invoice promptly in order to continue receiving your publications without interruption. All invoices and payments should now be sent to National Headquarters as indicated on the invoice. We also ask you to help us recruit new AATF members and retain our current members. Communicate to your colleagues, particularly new teachers and student teachers, the importance of belonging to their professional organization. We are the only national association devoted exclusively to the needs of French teachers. The best recruitment tool is personal contact. Below are a few selling points for AATF membership that you can share with your colleagues:

- 4 issues of the *National Bulletin* (in 1999 a 5th issue with a poster was mailed);
- 6 issues of the *French Review*;
- our award-winning Web site [<http://aatf.utsa.edu/>];
- reduced rates for students entering *le Grand Concours*;
- the opportunity to attend the annual convention (2000 Paris; 2001 Denver; 2002 Boston; 2003 Caribbean; 2004 Quebec);
- the right to form a chapter of the *Société Honoraire du Français*;
- access to services such as the Pen Pal Bureau and the Placement Bureau;
- access to the AATF Materials Center with its many promotional and teaching materials;
- the opportunity to participate in and learn about the work of our 12 national Commissions (Articulation, Community Colleges, Cultural Competence, FLES*, French for Business and International Trade, High Schools, Middle Schools, Promotion of French, Professional Teacher Standards, Student Standards, Telematics and New Technologies, Universities);
- the ability to influence public policy through AATF representation in the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS);
- the ability to influence standards and assessment projects through AATF representation on national task forces and com-

mittees;

- the opportunity to network through local chapter meetings and regional meetings;
- information on local and state activities through chapter newsletters and mailings;
- information on activities sponsored by the French Cultural Services, the government of Quebec, and other AATF partners.

As Executive Director, I represent the AATF on a variety of national panels and task forces. I am the AATF representative on the Students Standards Collaborative Board which administers the funds generated from the sale of the National Foreign Language Standards document. Funds from the sale of the generic standards document were used to support the creation of language-specific adaptations of the generic standards to Chinese, Classics, French, German, Italian, Japanese, Russian, and Spanish and Portuguese. The volume containing the generic standards along with the language-specific adaptations is now available (see order form on page 38).

I also represent the AATF on the planning committee of the National Assessment of Educational Progress for foreign languages. Managed by the Center for Applied Linguistics in Washington, D.C., participants in this project are working to create a framework for foreign language assessment which will be administered nationally in 2003. Although the initial sample will assess 12th-grade Spanish, it is very much the concern of the steering and planning committees that the assessment framework be applicable to all languages and reflect the national standards (See box at right for a list of project participants).

I also represent the AATF, a founding member, on the board of JNCL-NCLIS, the national lobbying association for foreign languages (see page 30). This association, which includes all the major national, regional, and state language associations, was originally created to influence national policy related to language learning and international studies and to educate legislators on issues related to our profession. Each May just prior to the Assembly of Delegates, representatives of many of the associations come together for a legislative day where we visit our Senators' and Representative's offices on Capitol Hill. In the past, I have been fortunate to speak with former Sen. Carol Mosely-Braun (D-IL), Sen. Richard Durbin (D-IL), former Rep. Glenn Poshard (D-IL), and this year I was able to speak to the legislative aides of Sen. Durbin and Sen. Peter Fitzgerald (R-IL) as well as with Rep. Jerry Costello (D-IL). These visits serve an important educational function by highlighting the issues which we as language professionals know to be important.

Finally, I would like to encourage you to



Jayne Abrate meeting with Rep. Jerry Costello (D-IL).

read the report of the 1999 St. Louis convention (page 6) to learn more about the exciting and innovative things that go on at an AATF convention. I invite you all to attend the 2000 convention in Paris at the *Palais des Congrès*. We will be meeting alongside the *Fédération Internationale des Professeurs de Français* which represents French associations in 120 countries around the world, and numerous joint activities are planned. We expect more than 3000 teachers of French to converge on Paris from July 17-20. Paris will be a prime tourist destination during the summer of 2000, and I urge you to begin planning now. A proposal form for the convention is included on page 31, and the deadline for submissions is November 1, 1999. Information on hotel reservations can be found on pages 23-24 in this issue. Complete registration information will be included in the November *National Bulletin*, and the preliminary program will, as usual, be included in the April *National Bulletin* (see page 22 in this issue for a summary of Paris convention information). Regular updates will be posted on the AATF Web site [<http://aatf.utsa.edu>]. This will be a rare opportunity to experience Paris at the dawn of a new millennium. Don't miss it!

Jayne Abrate
Executive Director

NOTES

¹Draper, Jamie, and June Hicks. "Foreign Language Enrollments in Public Secondary Schools." *Foreign Language Annals*, 29: 3 (1996) 303-6.

²Digest of Educational Statistics [<http://nces.ed.gov/pubs/digest97/>]

³Weber, George. "Top 10 Languages." *AATF National Bulletin*, 24: 3 (1999) 22-8.

**2000 AATF CONVENTION
PARIS, FRANCE
JULY 17-20, 2000
PALAIS DES CONGRÈS**

NAEP PROJECT

Participants in the NAEP project to develop a national assessment for foreign languages include representatives of a variety of constituencies including teachers at all levels representing several languages, curriculum specialists, assessment experts, parents, business people, and the heads of the major professional associations. The members of the Steering Committee (AATF members are highlighted with an asterisk) are: Michele Anciaux (WA); Pat Barr-Harrison* (MD); Richard Brecht (DC); Benjamin Canada (OR); Ray Clifford (CA); Sarah Donnelly (MD); William Fleig* (IL); Armando Guzman (DC); Helen Hamlyn (NY); Beverly Harris-Schenz (PA); Everette Jordan (DC); Hiroko Kataoka (CA); Myriam Met* (MD); Jeffrey Munks (CA); Mario Nuñez; Patricia Porter (TX); Richard Tucker (PA); Guadalupe Valdez (CA); (NY); Woody Woodford (NJ). The Planning Committee includes: Marty Abbott (VA); Jayne Abrate* (IL); Donna Clementi* (WI); Andrew Cohen (MN); Sandy Gutierrez (VA); Elizabeth Hoffman (NE); Sylvia Jones (CA); Everett Kline (NJ); Antony Kunnan (CA); Yu-Lan Lin (MA); Deborah Lindsay (OR); Judith Liskin-Gasparro (IA); Maria Messina (CA); Joan Patterson (UT); June Phillips (UT); Cecilia Pino (NM); Paul Sandrock (WI); Lynn Sandstedt (CO); William Schafer (MD); Jane Shuffelton* (NY); Martin Smith*; Helene Zimmer-Loew (NJ).

YOUR VOTE COUNTS

Don't forget to vote! Ballots for this fall's elections will be enclosed with your dues renewal invoice which is being mailed as this issue goes to press. This year you will elect Regional Representatives for Regions II (New England), VII (West Central), and IX (West) for the 2000-2002 term; a Vice-President for the 2000-2002 term; and a President-Elect for the 2000 term who will become President in 2001-2003. Ballots must be returned to National Headquarters by November 1, 1999. Your dues payment and invoice for the year 2000 should also be returned by that date in order for you to continue receiving your publications without interruption.

AATF NAMES THREE NEW HONORARY MEMBERS

At the AATF Awards Banquet on July 12, 1999, during the annual convention in St. Louis, three new honorary members were welcomed to the AATF.



Polly Platt, our keynote speaker in St. Louis, regaled listeners with anecdotes illustrating Franco-American intercultural (mis)understanding. Author of *French or Foe?* (translated in French as *Ils sont fous, ces Français!*), Ms. Platt founded Culture Crossings which provides cross-cultural training to American executives and their families transferred to France. She is a graduate of Wellesley College, worked for many years as a journalist, and did her preparation in cross-cultural training at Georgetown University. It is inspiring to hear her point out the French cultural traits which can so upset Americans and which she presented with a boundless affection and admiration for the French. We are delighted to welcome Polly Platt as an Honorary Member of the AATF.



Professor **Albert Valdman**, Rudy Professor of Linguistics at Indiana University, served as AATF President from 1995-1997. His accomplishments are far too numerous to mention here, but every AATF member surely knows of Albert Valdman through his many textbooks, publications, conference presentations, editorship of professional journals, in addition to his many years of service to the AATF. A forty-year "Life Member," Dr. Valdman also served as Vice-President, President-Elect, and Past-President,

and has been active with the Indiana AATF Chapter. His landmark research on Haitian and Caribbean creole languages has earned him honors worldwide. We are proud to recognize Albert Valdman as an Honorary Member of the AATF.



Michel Robitaille is *Directeur du Pupitre États-Unis au ministère des Relations internationales du Québec*. His long-standing support of U.S. French teachers has been demonstrated in many ways. While assigned to the U.S., he supported French teachers on a local and regional level. His support of the 1998 AATF convention in Montreal was crucial to its success and certainly made convention-goers feel a warm welcome from our *cousins québécois*. In addition, his enthusiastic interest in National French Week has translated into material support of our efforts to promote French through the contribution of 1500 *prix* (posters, CDs, and books) and four scholarships to be awarded to AATF members. We are pleased to welcome Michel Robitaille as an Honorary Member of the AATF.

AATF RECEIVES GRANT FROM THE U.S. DEPARTMENT OF EDUCATION

We are delighted to announce that the AATF has received a grant from the U.S. Department of Education for \$341,912 over a three-year period. The initial award for 1999-2000 is \$138,068. The money will be used to fund materials development projects including four Internet projects: (1) France and the European Union: From Michelet to Michelin; (2) Getting Started: Teaching the Business French Course; (3) Francophone Africa: Culture, Language, and Commerce; and (4) Developing Business French Case Studies for the Secondary Level, as well as a video project entitled "Radishes Revisited: Working with the French." In addition, promotional materials projects have been proposed and include: (1) French Spoken Here (a video project to include testimonials about French from famous athletes, actors, political figures, and others who speak French); (2) French FLES for Children (a video project); and (3) Teacher's Guide to *Le Grand Concours* (Internet project). Some of these projects are targeted for the second and third year of the grant.

The AATF owes special thanks to Steven Loughrin-Sacco, Chair of the AATF Commission on French for Business and International Trade, who originated the idea for this grant proposal and who assembled the application with the help of Eileen Angelini (PA). Watch future issues of the *National Bulletin* for information on these materials as they become available. Steve is continuing to pursue ideas for external funding for AATF projects, and we thank him for his commitment to the AATF.

HOMMAGE À NOS EXPOSANTS DE ST. LOUIS

Nous tenons à remercier nos exposants du congrès de St. Louis:

- ACIS • Arc-en-plume • Auralog Inc. • Brethren Colleges Abroad • Central College • Centre Linguista • Ciné-Groupe Média • ETRAV: Educational Travel Alliance • European Book Company • Federation of *Alliances Françaises* (USA), Inc. • FIAP Jean Monnet • France Langue • French Cultural Service • Fulbright Teacher Exchange • Glencoe/McGraw-Hill • Glendon College, York University • Groupe Guérin • ICI Communications Canada, Ltd. • McDougal Littell • Midwest European Publications, Inc. • Milan Presse • Ministère des Relations internationales du Québec • Miraflores • National Textbook Company • Petit Culturemedia • Prentice-Hall • Prométour Educational Tours • Santon Collectibles • Scholastic Canada Ltd. • Software World • Sosnowski Language Resources • Symtalk Language Resources • TV5 • Université Sainte-Anne • Université Laval • World of Reading, Ltd. • Yale University Press;

en particulier ceux qui ont sponsorisé des événements:

- le Service Culturel de l'Ambassade de France - Réception d'ouverture
- Petit Culturemedia - Polly Platt
- FIAP Jean Monnet - Petit déjeuner des Présidents de chapitre
- Software World - Petit déjeuner des Trésoriers de chapitre
- ETRAV - Badges et rubans

LE CONGRÈS 1999

Le 72^{ème} congrès de l'AATF s'est déroulé du 11 au 14 juillet à St. Louis en présence de plus de 400 congressistes, 43 compagnies exposantes, et de nombreuses personnes venues de France et du Québec. Les membres de l'AATF qui ont eu la chance d'assister à cette fête de la langue française et des cultures françaises et francophones ont pu sélectionner entre 10 ateliers, plus de 100 sessions, 10 réunions de nos Commissions scientifiques, ainsi que de nombreuses sessions spéciales qui visaient des sujets d'actualité pour notre profession. En outre, on a organisé plusieurs repas et distractions pour permettre aux congressistes de se retrouver entre collègues et amis et de se divertir en français lors du congrès.

Dimanche matin le 11 juillet les congressistes ont eu le plaisir d'écouter Polly Platt, auteur de *French or Foe?*, parler de l'intercompréhension culturelle, des traits culturels français et américains qui donnent souvent naissance à des malentendus tant pour les étrangers qui vivent et travaillent en France et les visiteurs que pour les Français eux-mêmes. Ses aperçus sur les différences culturelles devraient nous aider à mieux enseigner l'observation et l'analyse de la culture française à nos élèves. Suivant cette séance plénière, nous nous sommes réunis au déjeuner d'ouverture où nous avons accueilli Nora Phillips, lauréate de la Région VII au concours *Allons en France*, ainsi que son professeur Margaret Dess et l'accompagnatrice du groupe, Judy Johannessen. Nora nous a fait part de son amour pour la langue française et a décrit ses expériences inoubliables lors de la Coupe du Monde 1998. Ensuite M. François Nicoulaud, Directeur général de la Coopération internationale et du Développement au ministère des Affaires étrangères en France, venu de Paris pour mieux connaître l'AATF et ses diverses activités de promotion du français, nous a fait l'honneur de parler de l'état du français dans le monde. M. Nicoulaud, avec Jean-François Georgy, Chargé de mission au ministère des Affaires étrangères; Charles Barrière, Attaché culturel chargé de la politique linguistique, éducative et universitaire; Didier Rousselière, Attaché culturel adjoint au Consulat de Chicago; Éric Sacher, Attaché linguistique à l'Ambassade de France à New York, et Emmanuelle Guillant, Assistante de M. Barrière, ont participé à l'atelier pré-congrès sur le Web animé par Townsend Bowling, président de la Commission Télématique de l'AATF; par Adam Steg, Attaché audiovisuel au Consulat de la Nouvelle Orléans; et par Jayne Abrate,

Secrétaire générale de l'AATF.

Après avoir assisté aux premiers ateliers et sessions et après une réception offerte par l'AATF et le Service Culturel de l'Ambassade de France qui a marqué l'ouverture des expositions, plus de 100 congressistes se sont divertis devant des extraits et adaptations de scènes de Molière présentés par la Compagnie des Missourables de Truman State University (MO) où le Roi Elvis a fait son apparition. Nous remercions Patrick Lobert et Gregg Siewert qui ont monté ce spectacle avec le soutien de leur université.

Lundi et mardi ont été des journées remplies de sessions et d'ateliers de 8h30 à 17h00, égayées par un déjeuner-concert offert par Steven Langlois (connu également sous le nom d'Étienne). Lundi en soirée, grâce au travail de Barbara Sandmel, membre du Comité local, une centaine de congressistes ont goûté aux délices des meilleurs restaurants de St. Louis avant de finir au spectacle cabaret offert par Claudia Hommel. Une dictée menée par Silvio Morin, Directeur de la Dictée des Amériques, a clos les sessions de mardi avec en soirée notre Banquet d'honneur suivi d'un bal où les gens ont pu se détendre et danser.

La matinée de mercredi les congressistes ont eu encore l'occasion de participer à plusieurs sessions sur des sujets tels la dictée, le cinéma, l'utilisation pédagogique des documentaires, ou des méthodes d'apprentissage, avant leur départ. Une trentaine d'entre eux sont restés pour faire la visite des villages d'origine française dans la région, à commencer par un dîner du 14 juillet à Sainte Geneviève (MO) suivi de visites le lendemain à Kaskaskia, au Fort de Chartres, et à Prairie du Rocher dans l'Illinois.

Nous voudrions remercier tous nos intervenants et animateurs ainsi que le Comité local et tous ceux qui ont contribué à la réussite de ce congrès. Nous tenons en particulier à exprimer notre reconnaissance à Brad O'Hara pour sa présentation au Conseil exécutif sur le marketing, à Gwendolyn Hickman, Margaret Marshall, Gabrielle Verdier, et Ken Fleurant qui ont fourni les documents pédagogiques contenus dans la malette offerte à chaque congressiste, à Gwendolyn Hickman qui a réuni toute la documentation sur St. Louis et la région contenue dans la malette, à Lisa Hodges pour les décorations de table, à Jane Robert pour l'accord avec TWA, et à Brian Kennelly qui a facilité notre contact avec Webster University.

AATF SMALL GRANT AWARDS

At the St. Louis Convention, the Executive Council again renewed the AATF Small Grants program for 2000 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2000**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (This must be attested to by Chapter Secretary-Treasurer). **PLEASE NOTE:** Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), 1998 (Nov. issue). However, new types of projects will also be given full consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2000 are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 2000.

VUES SUR LE CONGRÈS DE ST. LOUIS



Steven Langlois, better known as Étienne, entertained *congressistes* at a luncheon-concert on Monday, July 12.



Le Conseil exécutif qui s'entraîne pour fêter la Semaine du Français: (de g. à dr.) Sid Teitelbaum, Vincent Morrissette, Lee Bradley, Judy Johannessen, Jim Gilroy, Jean-Pierre Piriou, Chris Pinet, Jane Goepper, Gladys Lipton, Helen Lorenz.



Quelques convives au Dîner des Palmes académiques: (de g. à dr.) Didier Rousselière, Attaché culturel adjoint de Chicago; Margot Steinhart, ancienne Vice-Présidente de l'AATF; Emmanuelle Guillant, Service culturel français de New York; Jean-François Georgy, Chargé de mission au ministère des Affaires étrangères en France; et Secrétaire générale Jayne Abrate.



Notre conférencière principale et nouveau membre honoraire, Polly Platt, avec Secrétaire générale Jayne Abrate.

Le Conseil exécutif au travail: (de g. à dr.) Diana Regan, Vincent Morrissette, Geraldine O'Neill (cachée), Jean-Pierre Piriou, Judy Johannessen, Lee Bradley, Jim Gilroy, Mary Jo Netherton, Chris Pinet, Marie-Christine Koop, Sherry Dean (invitée), Helen Lorenz, Jane Goepper.



François Nicoulaud, Directeur général de la Coopération internationale et du Développement au ministère des Affaires étrangères en France, s'adresse au Conseil exécutif. La Présidente Lipton l'écoute ainsi que Charles Barrière, Attaché culturel à New York (au fond).



Lors de la tombola dans le Salon des expositions: Lee Bradley annonce que David Graham (NY) a gagné un prix offert par le ministère des Relations internationales du Québec et présenté par Tim Rogus, Attaché aux Affaires publiques à Chicago.

IN MEMORIAM

Stephen Albert Freeman, age 101, died on Saturday, July 10, 1999 at Shard Villa in Salisbury, VT. He was born in Cambridge, MA on May 9, 1898, the son of Samuel Albert Freeman and Mary (Reed) Freeman. He was predeceased in 1983 by his wife of 60 years, Ruth Hayden Freeman.

Steve was a teacher and administrator at Middlebury College for 45 years. For 38 years he was Professor of French, for 24 years Director of the Language Schools, Vice-President of the College for 20 years, and on three critical occasions, Acting President. In 1966 the College's Sunderland Language Laboratory, a pioneer language teaching facility, was named for him. In 1993 the College celebrated the opening of the Stephen A. Freeman International Center, which focuses on an interdisciplinary approach to the study of languages through a close association with the teaching of history, literature, and culture. After his retirement in 1973 he wrote *The Middlebury College Foreign Language Schools, The Story of a Unique Idea* and *The Congregational Church of Middlebury, Vermont, 1790-1990, a Bicentennial History*.

Steve was known nationally and internationally for his leadership in programs and associations to improve the teaching of foreign languages. In Middlebury's Summer Language Program he helped to found the Italian and Russian Schools and went on to found the Chinese and Japanese Schools. He established Middlebury's first graduate schools abroad: the School of French in Paris, the School of Spanish in Madrid, The School of German in Mainz, and the School of Italian in Florence. The innovative design of these programs was unique in language education. He created the first Doctorate of Modern Languages in this country. He was president of the American Association of Teachers of French (1940-44) and president of the National Federation of Modern Language Teachers Association (1948-54). The French government recognized him for his educational efforts by making him a *Chevalier de la Légion d'Honneur* in 1949 and in 1968 a *Commandeur dans l'Ordre des Palmes Académiques*—a distinction that, at the time, was shared by only seven other Americans. He has honorary degrees from the University of Vermont, Norwich University, McGill University, Dickinson College, and Middlebury College.

Steve was born the son of a postman. With the aid of scholarships, he earned his way through Harvard University, graduating Phi Beta Kappa with a double Summa Cum Laude in 1920 and receiving his Ph.D. from Harvard in 1923. During World War I, in the earliest days of flying, he volunteered for Naval aviation and was commissioned En-

sign #1091 in 1918. He was an instructor at the Naval Air Station in Pensacola, FL and did patrol and convoy flying out of New York harbor until the Armistice. He loved to fly, and, as one of the oldest living WWI naval aviators, enjoyed writing about his experiences. During World War II he served as Chief of the liberal arts section of the U.S. Army University in Biarritz, France and, from 1948-1956, was Colonel of a Reserve Military Intelligence Unit on Middlebury College's campus.

Steve and his wife, Ruth, loved their home and large garden in Middlebury, raised their three children there, and were very involved in town and church affairs. Steve served on the Board of Porter Hospital, was moderator of the Mary Hogan Elementary School and the Middlebury Congregational Church. He was active with the Rotary Club, the Ilsley Town Library, and the Addison County Grammar School Corporation. The Rotary Club created the Freeman Award for community service in his honor.

Steve and Ruth were for many years avid world travelers also, circling the globe twice. There are few countries they did not explore. They took their children with them on many of these trips. Steve's great enthusiasm was for intercultural communication, and one of his eloquent writings had the title, "Let Us Build Bridges."

Steve was an actively involved and affectionate father and grandfather. He is survived by daughters Hope and husband J. Donald Schultz of Shelburne, VT, Caroline and husband Albert, son Harvey Freeman of Massachusetts, nine grandchildren and six great grandchildren.

A service in celebration of his life was held at The Middlebury College Congregational Church, July 24 with a private family burial following the service. Contributions may be made in his memory to the Ruth H. and Stephen A. Freeman Scholarship Fund at the Development Office of Middlebury College, Middlebury, VT 05753; to the Congregational Church, P.O. Box 407, Middlebury, VT 05753, or to Shard Villa, Columbus Smith Road, Salisbury, VT 05769.

**JOIN US IN PARIS IN
2000!**

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

July 17-20, 2000

JOHN CARTER BROWN LIBRARY RESEARCH FELLOWSHIPS

The John Carter Brown Library will award approximately twenty-five short- and long-term Research Fellowships for the year June 1, 2000-May 31, 2001. Short-term fellowships are available for periods of two to four months and carry a stipend of \$1,200 per month. These fellowships are open to foreign nationals as well as to U.S. citizens who are engaged in pre- and post-doctoral or independent, research. Graduate students must have passed their preliminary or general examinations at the time of application. Long-term fellowships, primarily funded by the National Endowment for the Humanities (NEH) and the Andrew W. Mellon Foundation, are typically for five to nine months and carry a stipend of \$2,800 per month. Recipients of long-term fellowships may not be engaged in graduate work and ordinarily must be U.S. citizens or have resided in the U.S. for the three years immediately preceding the term of the fellowship.

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

Several short-term fellowships have thematic restrictions: the Jeannette D. Black Memorial Fellowship in the history of cartography; Center for New World Comparative Studies Fellowships for research in the comparative history of the colonial Americas; the Alexander O. Vietor Memorial Fellowship in early maritime history; the Ruth and Lincoln Ekstrom Fellowship in the history of women and the family in the Americas; the William Reese Company Fellowship in bibliography and the history of printing; and the Touro National Heritage Trust Fellowship for research on some aspect of the Jewish experience in the New World before 1825. Maria Elena Cassiet Fellowships are restricted to scholars who are permanent residents of countries in Spanish America. The application deadline for fellowships for 2000-2001 is **January 15, 2000**.

For application forms and fuller information, write to: Director, John Carter Brown Library, Box 1894, Providence, RI 02912. Tel.: (401) 863-2725; Fax: (401) 863-3477; E-Mail: [JCBL_Fellowships@brown.edu]; Web Site: [http://www.JCBL.org].

TEN MOST IMPORTANT THINGS TO REMEMBER ABOUT *LE GRAND CONCOURS*

In this media-driven society, the medium remains the message. We, therefore, borrow our method of communication, but we instill our own message:

10. *Le Grand Concours* is not an achievement test; it is a competition. Scores should never be used to the detriment of a student.
9. *Le Grand Concours* is now on the Web 24 hours a day with frequent updates [<http://aatf.utsa.edu/concours>].



From L. to R.: AATF Vice-President, Judy Johannessen who accompanied the *Allons en France lauréats* to France; Margaret Dess, Nora's French teacher; Nora Phillips, the Region VII *lauréate* to the 1998 *Coupe du Monde*, now a student majoring in French at Indiana

8. The Contest Administration dates for 2000: FLES: March 2-12; Levels 01-5, March 2-10.
7. National Awards include a medal inscribed 2000 for the millennium, certain to be a collector's item. Gold, Silver, and Bronze medals to be awarded in keeping with the 2000 Olympics in Sydney, Australia.
6. No student grade will ever be published by us. We report ranks and percentiles.
5. All students are urged to enter. Our prime focus is FLES*, where it all begins, but we welcome every student of French—from public and non-public schools, privately tutored, or homeschooled, here and abroad.
4. **88,640**: Our 1998 enrollment—the largest in AATF history.
3. **100,000**: Our goal for the millennium, a much-needed 13% increase.
2. Additional Teacher incentives for 2000
 - Free trip + \$500 to a **classroom teacher** to attend our Annual Convention in Paris. To qualify, enter all of your students in your French class to earn an entry. One entry for each French class that enrolls 100%.
 - Free trip + \$500 to attend our Annual Conference in Paris to a **Contest Administrator** whose Chapter increases enrollment by 13% or more over 1999.
 - To each teacher becoming a member of AATF for the first time, we will pay for ten students to enter the *Concours* (10 sets of material plus an aural comprehension tape). Value: \$15.25

1. **NORA PHILLIPS** and **MARGARET DESS**. The former is the student who represented Region VII at the *Coupe du Monde* in France in 1998; the latter was her teacher of French. They gave vivid, unforgettable evidence at the AATF Conference in St. Louis of why we teach. Those of us who heard them will never forget the experience. (Of course, these plaudits extend equally to the other Regional Winners and their teachers. We are so proud of all of them.)

Sidney L. Teitelbaum
National Director
Le Grand Concours

NATIONAL COMMITTEE

SIDNEY L. TEITELBAUM
NATIONAL DIRECTOR
P.O. Box 32030
Sarasota, FL 34278
Fax: (941) 364-9820

NATIONAL CHAIRS:

GEORGE DILLER

ELIGIBILITY

Room 170, Dauer Hall
University of Florida
Gainesville, FL 32611
Fax: (352) 392-5679

E-mail: [diller@rll.ufl.edu]

MARIE-ROSE GERDISCH

TEST DEVELOPMENT

16 Lexington Road
South Barrington, IL 60010
Fax: (847) 934-6719

ELIZABETH MILLER

FLES

74 Tuscaloosa Avenue
Atherton, CA 94027
Fax: (650) 323-4016

E-mail: [mmemiller@aol.com]

LISA NARUG

AWARDS/COMPUTER OPERATIONS

2705 Pine Valley Drive
Champaign, IL 61822
Fax: (217) 356-7925

E-mail: [nfc@soltec.net]

KENNETH TINDLE

SCORING CENTER OPERATIONS

University of Kentucky
312 Whitehall Building
Lexington, KY 40506-0025

E-mail: [ktindle@pop.uky.edu]

1999 AWARD WINNERS ST. LOUIS ANNUAL CONVENTION

AATF Teacher of the Year

Secondary Level - **Bénédicte Retrou-Weissman** (AL)
Post-Secondary Level - **Janet Doner** (PA)

Best Treasurer

Lorna Wingate - Maryland Chapter
Jill McCormick - Western New York Chapter

Honorable Mention - Best Treasurer

Rosanna Moakley - Eastern Massachusetts Chapter
Jolene Lichtenwalner - New Jersey Chapter
Mary Gutermuth - East Texas Chapter

National French Contest Administrator of the Year

Marlene Manela - New Jersey Chapter
Elaine Kay Shumway - Northwest Indiana Chapter

Dorothy Ludwig Memorial Scholarship Winners

Kim Horton (AZ) - **Noëlle Rouxel** (VT)

Université de Montréal Scholarship Winners

Nicole Naditz (CA) - **Melanie Ryan** (NH)

Jumpstreet Scholarships Winners

Kelly Horn (MO) - **Susan Cipolle** (MN)

CONTEST ADMINISTRATORS OF 1999



Marlene Manela, Contest
Administrator of the Year 1999,
New Jersey Chapter



Elaine Kay Shumway, Contest
Administrator of the Year 1999,
Northwest Indiana Chapter

I have been the Contest Administrator for the New Jersey Chapter since 1989. When I took over, we gave the *Grand Concours* at one center in Central New Jersey. Now we have expanded to five centers. Schools that are closed for vacation at the time *le Grand Concours* is given or are an hour or more away from a center are permitted to take the test in their own schools. Sometimes I wonder, what would I do if I weren't busy with organizing *le Grand Concours*?

I have been teaching in the Highland Park school district for 28 years. I currently teach an exploratory course in French and Spanish in the middle school, I have a Spanish I class and a French III class at the high school. Besides my teaching duties, I am the Activities Coordinator for the high school.

In my community I serve as the Voter Service Chairperson for the League of Women Voters of Berkeley Heights. I am married and have a thirteen-year-old son, who is studying French. I enjoy taking professional development courses to learn about new strategies and keep current. I also enjoy doing extra projects/trips with my students to promote the study of French.

It has been my privilege to "turn young

people on to French" for the past 32 years in the public high school of the Duneland School Corporation in Northwest Indiana. It has never become banal but has always been invigorating, creative, unpredictable, and satisfying. There is no other profession in which one has the opportunity to make a completely new start every year with different students who bring unique challenges.

Teaching was not on my agenda when I finished my undergraduate work 1966. However, I was asked to finish the year at a local high school for a French teacher who was unable to complete the school year. I accepted and my life took a different course. I loved the experience and determined to obtain my teacher's certification while pursuing my Master's degree in French.

My first full-time position was in the school where I student taught, and I have been in the same school system ever since. My first 8 years were at the Middle School level, but high school was my real interest, and that is where I have been for 24 years. Becoming *Concours* Administrator for the Northwest Indiana Chapter was natural for me in that I have always been interested in academic competition.

Apart from my professional life, I am deeply involved in art and music, playing the violin in three symphony orchestras and a quartet. Being close to Chicago is wonderful because of the cultural opportunities available.

Before I started teaching, I resolved to spend an extended period of time in France to force myself to speak French. I spent 11 weeks exploring all the places I had studied about and speaking nothing but French. I am always thrilled to see the students' reaction to France, the French, French culture and French history. *Vive la France, les Français et le français!*

EXHIBITOR SPONSORS NATIONAL FRENCH WEEK CONTEST

Ici Communications is one of our exhibitors who specializes in foreign language assessment. The *Test de Français International* which they have developed in conjunction with linguistics experts from Canada and France assesses listening and reading skills in French in an objective format. They are proposing a special competition for AATF members during National French Week.

Each student who writes the *Test de Français International* during National French Week will be entered into a drawing to win \$250 (US). For each student who participates, the teacher's name will be entered into a drawing to win a trip for two to Montreal. The deadline for registration is October 22, 1999. The fee for taking the TFI is \$25 US. For more information contact: Mireille Tahiani, Ici Communications Canada Inc., 212-133 Princess Street, Kingston (ON) K7L 1A8 CANADA; Tel: (800) 615-8666; Fax: (613) 542-2907; E-mail: [jicican@kos.net]; URL: [http://www.ici-canada.com].

New FLES* book available from NTC/Contemporary Publishing at 1-800-323-4900. **AATF RECEIVES ALL ROYALTIES!** Celebrating the last "duodecade" of the Reports of the National FLES* Commission of the AATF (1985-1997)

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

Gladys C. Lipton, Editor
© National Textbook Company, a
division of NTC/Contemporary
Publishing Company and AATF, 1998

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

Promotional Materials

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

Check out the

- AATF Materials Center (p. 36)
- French Promotional Kit (p. 33)
- New Promotional Flyer (p. 33)
 - National French Week Promotional Items (p. 37)

We also have a number of Montreal & St. Louis T-shirts left. (see p. 36 to order)

WINNERS OF 1999 TEACHING AWARDS ANNOUNCED

AATF members at the recent annual convention in St. Louis were pleased to learn the names of the recipients of the 1999 Excellence in Teaching Awards. This year, only the secondary level and the post-secondary award were given, as there were no nominees for the elementary level or middle school/junior high level awards.



Dr. Janet Doner, Senior Lecturer in French at Bryn Mawr College, Bryn Mawr, PA, was selected for the post-secondary level award. For the past fourteen years, Dr. Doner has taught at Bryn Mawr College, where she directs the French Department's Intensive Language program. Involved in using technology in the teaching of French, she has participated in numerous technology workshops and received a Mellon Language grant to support development of Web-based teaching materials. In 1994, she was the recipient of the Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching. In her required statement included in the application package, Dr. Doner stated, "I do ... want all of our students to take a lively interest in French and Francophone culture, to broaden their horizons, to explore beyond the confines of the classroom, and to develop critical modes of thinking while also receiving the sound linguistic formation—oral and written—that will provide a solid basis for all future communication." With these goals in mind, Dr. Doner explores ways in which technology can equip students to be lifelong language learners. Her other research interests center on Arthurian romances.

Madame Bénédicte Retrou-Weissman received the secondary level Excellence in Teaching Award. She has been chair of the foreign language department at The Montgomery Academy, Montgomery, AL, since 1985. In Montgomery, she is extremely active in the *Alliance Française*, in which she has served in several offices, and in the Alabama AATF Chapter, serving in the past as vice-president and president.



Mme Retrou-Weissman

She is a frequent presenter and speaker at *Alliance Française* and state AATF meetings. Mme Retrou-Weissman is known for the success of her students who take the National French Contest and for organizing student exchanges. One of her letters of support stated, "As an educator, she views her role in the broadest terms. ... She is, above all, a French teacher committed to instilling love for the language and culture of France. ... In the Capital City of Alabama, Ms. Retrou-Weissman is known as a pillar of French and Francophone activities."

The AATF salutes these two recipients of the 1999 Excellence in Teaching Awards and all the truly outstanding teachers who were also candidates. Each recipient was presented with a certificate at the Awards Banquet in St. Louis during the convention and will receive a free membership in the association for 2000.

The postmark deadline for the 2000 competition will be **1 March 2000**, chapters and members of the AATF are encouraged to nominate outstanding teachers for each of the four awards: elementary, middle/junior high, secondary, and post-secondary. Full details and application forms will be included in the January 2000 issue of the *AATF National Bulletin*. The evaluation criteria, qualifications of nominees, and requirements for the nomination packet will vary only slightly from those published in the January 1999 *National Bulletin*.

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professeurs de français.***

July 17-20, 2000

What's New in the *French Review*?

Vol 72, No. 1 (Oct. 1999)

- L'Année Littéraire (Novel: William Cloonan; Theater: Martine Antle; Poetry: Michael Bishop)
- Blocs-Notes Culturels (James McNab)
- "Dangerous Intersections: The Near-Collision of French and Cultural Studies in Maspéro's *Les Passagers du Roissy-Express*" (Katherine Gantz)

as well as articles on Balzac, Barbey D'Aurévilly, and more,

and, of course, "La Vie des mots" (Colette Dio).

AATF-SPONSORED SESSIONS AT ACTFL

The AATF will sponsor six sessions at the upcoming ACTFL convention, November 19-21, 1999, in Dallas.

- "Paris on the Web" presented by Townsend Bowling (University of Texas at San Antonio), Michèle Magnin (University of San Diego), Jayne Abrate (AATF Executive Director)
- "Assessment of FLES*: Looking Back and Looking Ahead" presented by Gladys Lipton (AATF President)
- "Celebrating the French Heritage in the U.S." presented by Margaret Marshall (Southeastern Louisiana University), Gabrielle Verdier and Ken Fleurant (University of Wisconsin-Milwaukee)
- "Recruiting College Students to the Study of French" presented by Sherry Dean (Mountain View College, Dallas) and Marie-Christine Koop (AATF Vice-President)
- "Everything We Do is PR: Comprehensive Campaign for Promoting French" presented by Mary Jo Netherton (AATF Region VI Representative)
- "The French-Speaking World: Current Events for Cultural Awareness" presented by Marie-Christine Koop (AATF Vice-President), Sherry Dean (Mountain View College, Dallas), and Rosalie Vermette (Indiana University-Purdue University Indianapolis)

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

TEACHER EMPOWERMENT ACT

On June 30, 1999, H.R. 1995, the Teacher Empowerment Act, sponsored by Rep. McKeon (R-CA), was approved by the House Committee on Education and the Workforce by a margin of 27-19. This bill seeks to improve American schools by ameliorating teacher quality, increasing accountability, and getting students to meet state content-area standards. The Act measures teacher quality by the percentage of teachers who teach within their areas of certification, and provides funding for professional development.

The Act provides grants to states (partially on the basis of economic need) to provide for the following:

◆ Plans to reform teacher certification and recertification, assuring teacher knowledge of content and methods by

- Reforming tenure so that teachers must pass tests in their content areas;
- Making certification requirements align with "challenging State content standards;"
- Instituting merit pay;
- Emphasizing training and development programs that use "cost-effective distance learning;"
- Promoting reciprocity of certification between states;
- Recruiting highly qualified teachers with signing bonuses in shortage areas;
- Providing "incentives" for highly qualified teachers to stay in teaching;
- Providing mentoring for new teachers;
- Focusing professional development on disabilities, learning styles, special needs, and discipline;
- Fostering alternative certification for "highly qualified" people with baccalaureate degrees, such as mid-career professionals and "Troops To Teachers" participants.

◆ The "Parents' Right To Know" clause makes it mandatory that schools provide specific information about teachers to parents on demand, including the teacher's education and licensure qualifications and the content areas in which s/he is certified.

◆ Public accountability and availability of information through the distribution of state "report cards," which would include the percentage of classes taught by "out-of-field" teachers and the average statewide class size. This information would be made available to the public through the mainstream media.

◆ Emphasis on improving mathematics and science education: some money may only be used for other disciplines if specific conditions for waivers are met.

◆ Grants focusing on providing financial support for schools with high numbers of out-of-field teachers, high class sizes, and/or those which have been identified for school improvement.

AATF NATIONAL COMMISSIONS

Commission on Articulation

Thomas J. Cox

San Diego State University
San Diego, CA 92182-7704
E-mail: [tjcox@sdsu.edu]

Judy Johannessen

1167 Glendon Street
St. Paul, MN 55119
E-mail: [mmej@uswest.net]

Commission on Community Colleges

Mary Jo Netherton

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

Commission on Cultural Competence

Marie-Christine Koop

University of North Texas
P.O. Box 311127
Denton, TX 76203-1127
Fax: (940) 565-2581
E-mail: [koop@unt.edu]

Sharon B. Rapp

Conway High School West
2300 Prince Street
Conway, AR 72032
E-mail: [sbrapp@juno.com]

FLES* Commission

Gladys Lipton

University of Maryland-Baltimore County
Baltimore, MD 21250
Fax: (301) 231-2652
E-mail: [lipton@umbc2.umbc.edu]

Lena Lucietto

Isidore Newman School
1903 Jefferson Avenue
New Orleans, LA 70115
E-mail: [llucietto@newman.k12.la.us]

Commission on French for Business and International Trade

Steven Loughrin-Sacco

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

Commission for the Promotion of French

Raymond Comeau

Harvard University Extension School
51 Brattle Street
Cambridge, MA 02138
E-mail: [comeau@hudge2.harvard.edu]

Dena Bachman

St. Joseph Public Schools
412 Highland Avenue
St. Joseph, MO 64505
E-mail: [dena.bachman@sjsd.k12.mo.us]

Sherry Dean

Mountain View Community College

4849 West Illinois Avenue
Dallas, TX 75211
E-mail: [dinkad@swbell.net]

Commission on High Schools

Brenda Benzin

824 Delaware Road
Kenmore, NY 14223-1236
E-mail: [bbenzin@aol.com]

Molly Wieland

4330 Harriet Avenue
Minneapolis, MN 55409
E-mail: [molly_wieland@hopkins.k12.mn.us]

Commission on Middle Schools

Patricia Duggar

4313 191 Avenue SE
Issaquah, WA 98027
E-mail: [peghine@aol.com]

Janel Lafond-Paquin

Rogers High School
Wickham Road
Newport, RI 02840
Fax: (401) 849-3295
E-mail: [rif00234@ride.ri.net]

Commission on Student Standards

Robert C. Lafayette

Dept. of Curriculum & Instruction
223 Peabody Hall 5701
Louisiana State University
Baton Rouge, LA 70803
E-mail: [rlafaye@lsu.edu]

Nancy J. Gadbois

86 East Street
Southampton, MA 01073
E-mail: [ngadbois@massed.net]

Commission on Professional Teacher Standards

Susan Colville-Hall

University of Akron
Akron, OH 44325-4205
Fax: (330) 972-5636
E-mail: [colvill@uakron.edu]

Toni Theisen

Loveland High School
920 West 29th Street
Loveland, CO 80528
E-mail: [dakar95@aol.com]

Commission on Telematics and New Technologies

Townsend Bowling

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

Commission on Universities

Isabelle Kaplan

Bennington College
Bennington, VT 05201
Fax: (802) 440-4379
E-mail: [ikaplan@bennington.edu]

MEMBER NOTES

On June 23, former AATF National Vice-President **Helen Cummings**, was awarded the rank of *Commandeur dans l'Ordre des Palmes académiques*. Mr. Stéphane Chmelewsky, French Consul in Boston, presented Helen with her purple *cravate* and gold medallion and spoke of Helen's many accomplishments in AATF, MaFLA, and the Boston-Strasbourg Sister City Association. The ceremony, followed by a dinner, was held at the Harvard Faculty Club. Helen, Director of Foreign Languages for the city of Boston for many years, is now retired but remains active in AATF and has recently joined the steering committee for National French Week.

Joyce Beckwith, Region II Representative from Stoneham, MA, has been named *Chevalier dans l'Ordre des Palmes académiques*. *Félicitations, Joyce!*

On April 9, 1999, **Merle K. Gatewood**, Secretary-Treasurer of the Oklahoma AATF Chapter, represented the AATF at the inauguration of Dr. Mark A. Brister as President of Oklahoma Baptist University. The procession featured delegates from 35 universities and 8 learned societies, including the AATF. Dr. Gatewood serves on the faculty at Oklahoma Christian University. As members of the Council for Christian Colleges and Universities, both OC and OBU gladly show mutual support.

Margot Steinhart, former AATF Vice-President, was recently promoted *Officier dans l'Ordre des Palmes académiques*. Margot is a member of the Chicago/Northern Illinois Chapter and teaches at Barrington High School (IL). *Félicitations, Margot.*

Also members of the Chicago/Northern Illinois AATF Chapter **Donna Czarnecki**, **Virginia Gramer**, **Marie-Simone Pavlovich**, and **Jo Ellen Sandburg** were honored as *Chevaliers dans l'Ordre des Palmes académiques*. Donna teaches French at Lyons Township High School in Lagrange and has directed the French Immersion weekends sponsored by Benedictine University. Virginia teaches French to fifth graders at District 181 School in Hinsdale and is Foreign Language Coordinator for the district. Marie-Simone Pavlovich teaches at Northwestern University and received the Chicago/Northern Illinois Chapter's University-level *Prix du chapitre* in May 1999. Jo Ellen teaches French to middle-school and junior-high students at Barrington Middle School, Prairie Campus.

Ronald W. Tobin, former Editor-in-Chief of the *French Review*, was inducted on March 10, 1999 into the *Ordre des*



Pictured in the photo "AATF Celebrates with Helen:" from left to right: Kathleen Riordan, Foreign Language Director, Springfield (MA); Christian deRobert, Education Director, French Library; Helen; Joyce Beckwith, AATF Region II Representative; Yu-lan Lin, Foreign Language Director, Boston; and Bess Harrington, Western Massachusetts Chapter.

francophones d'Amérique by Mme Louise Beaudoin, *Ministre du Gouvernement du Québec responsable de la Charte de la langue française*. The ceremony took place in the *Musée de la civilisation* in Quebec City. He was recognized for having given wide coverage to Quebec studies during his tenure at the *French Review*.

Also, Ronald Tobin participated in the rolling caravan called the *Colloques Racine de Nice, Uzès et Paris*. In Nice he presided over a panel and also presented a paper to close the session there. In Paris he presided over a panel on "Mythe et Religion chez Racine" at the new Bibliothèque Nationale. *Félicitations.*

April Walsh, Administrative Assistant and Life Member of the AATF, was recognized at the Awards Banquet at the St. Louis convention for 30 years of association with the AATF.

Also a Life Member, **Sandy J. McIntyre** of the Maryland AATF Chapter was recognized at the Banquet for his long-standing support of the AATF. Sandy has been an AATF member since 1951. He has been at Morgan State University (MD) for 51 years. *Félicitations, April et Sandy.*

**Don't forget to celebrate
National French Week:
La Semaine du
Français
November 4-10, 1999.
It's not too late!**

Now available...
REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Eric Vincent along with a visit of Paris. The multicultural Francophone flavor of Vincent's music and the dynamism and poetry of Paris combine to create an exciting document to accompany any language program. The 40-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions (see p. 36 to order).



l. r. Nadia Brémidas-Assimopoulos, President of the Conseil de la langue française, Louise Beaudoin, Ministre responsable de la Charte de la langue française, and Ronald W. Tobin.

CHAPTER NEWS

Chicago/Northern Illinois: Temps magnifique, décor enchanteur, muguet, bonne compagnie, honneurs, honneurs, honneurs, médailles, retrouvailles, rires et pleurs, champagne, musique, célébration. Voilà en gros ce qui s'est passé le 1^{er} mai à Wheeling au 94th Aero Squadron restaurant à l'ambiance champêtre/Grande Guerre. Il s'agissait de notre réunion de printemps, dont le thème était la guerre, la paix et l'espérance, et à laquelle une soixantaine de nos membres ont assisté.

Marquée par la présence du Consul de Belgique, de l'Attaché culturel adjoint de France, d'une auteure-enseignante, de nos lauréats et de la présidente du chapitre, cette journée s'est passée sous le signe de l'appréciation, de la reconnaissance et de la bonne entente.

C'est ainsi que nous avons eu le privilège et le plaisir de voir Margot Steinhart devenir Officier dans l'Ordre des Palmes Académiques et de voir aussi Virginia Gramer, Jo Ellen Sandberg et Donna Czarnecki être décorées de la médaille de Chevalier dans l'Ordre des Palmes Académiques. Ces marques de distinction pour enseignants en France, qui remontent à l'époque de Napoléon, furent conférées avec décorum, joie et générosité par Didier Rousselière, Attaché culturel adjoint au Consulat de France à Chicago.

Par la suite, nous avons aussi souligné le travail exceptionnel de nos collègues Terry Meyers et Marie-Simone Pavlovich en les honorant de nos prix du chapitre.

Après les cérémonies, Beatrice Muchman fut présentée par Robert Vandermeulebroucke, Consul général de Belgique à Chicago. L'auteure de *Never to Be Forgotten: A Young Girl's Holocaust Memoir* nous a profondément émus en nous racontant l'histoire de sa vie. Née à Berlin de famille juive, elle fut emmenée en Belgique et donnée en adoption à une jeune "marraine" catholique qui, avec l'aide du village entier d'Ottini, put la soustraire à l'horreur du nazisme et à l'inévitable destin qui attendait le reste de sa famille. Selon Mme Muchman, la Belgique aurait sauvé jusqu'à 4 000 enfants juifs des camps nazis. Son exposé fut suivi d'une période de questions-réponses et de dédicaces de son livre.

Ensuite, comme nous le faisons si bien, nous avons bien mangé et bien bu. Après, nous avons participé à une tombola. Enfin, nous nous sommes souhaité des vacances reposantes et fructueuses. Nous nous sommes quittés en sachant que l'année scolaire 1999-2000 apporterait elle aussi plein de moments inoubliables.

Nous remercions vivement notre directrice des programmes, Jane Castle, et

son excellent comité pour cette journée merveilleuse et émouvante.

Le 6 février une cinquantaine d'entre nous étaient venus à notre réunion d'hiver intitulée «La Lecture, un art perdu?...comment engager nos élèves», à Hinsdale Central High School. Dorina Spiering de Lyons Township High School nous a parlé des «Stratégies de la lecture», Christina Popowski et Samantha Godden-Chmielowicz de Harper High School ont présenté «Lisons en français! Une méthodologie pour les débutants», et Terry Meyers du lycée accueillant a terminé le programme en nous offrant «La Lecture au niveau AP».

Notre deuxième Francofête a eu lieu à Warren Township High School le 20 mars. Une dizaine d'écoles y ont participé, comprenant 300 étudiants et représentant 12 pays francophones: Canada, Côte d'Ivoire, Égypte, Haïti, Liban, Louisiane, Madagascar, Maroc, République Centrafricaine, Sénégal, Tahiti, Vietnam. (Palatine High School a représenté trois pays.) Chaque étudiant a reçu un «passeport» pour visiter ces pays dans les salles de classe décorées pour l'occasion, et par la suite a passé une interrogation écrite. Il y avait aussi, comme l'an dernier, un concours de connaissances francophones et une activité sportive—un tir au but, cette année-ci le hockey (en 1998 le football).

Après un déjeuner délicieux de quiche et de salade, couronné d'un dessert de crêpe aux fraises, le tout préparé et servi par le personnel et les étudiants de l'école accueillante, nous avons été régalez par Rafaël Benito, musicien-chanteur qui a joué de la guitare et entonné des chansons en français, en anglais et en espagnol.

Cette journée très réussie a été organisée encore une fois par Dan Doak de Glenbrook South High School et son comité travailleur.

Une douzaine de professeurs de français se sont réunis à Dominican University (River Forest) du 21 juin au 2 juillet pour un institut d'immersion avec le soutien du *Chicago Group on Modern France, University of Chicago*. Il y avait des cours sur la culture française, la conversation, la grammaire avancée, la phonétique et la rédaction, avec l'usage du laboratoire de langues et la bibliothèque de l'université. Les membres du corps enseignant du programme comptaient Delphine Zurfluh Geannopoulos du Lycée Français de Chicago, Marie-Simone Pavlovich de *Northwestern University*, Joseph Pouvaty de l'Université de Strasbourg, et Véronique Signu de l'Université de Chicago. Ce programme supérieur a été dirigé par Rosalee Gentile, présidente de

notre chapitre, et Michèle Gragg de *Dominican University*.

Pas moins de sept membres de notre chapitre ont présenté au congrès national à Saint Louis: Nancy Baum, «Romance of the Rose»; Susan Boldrey, «Chantons le Québec...mais quel Québec chante-t-on?»; Maureen Breen, «French Through Funetics: A Logo Language Learning Game»; Anne Hebert, «La Magie du voyage: *Volkswagen Blues*—le présent dans le passé»; Marie-Simone Pavlovich, «La Dictée ou la renaissance du genre»; Margot Steinhart, «Le Tour du monde francophone: l'Afrique de l'ouest» (atelier), «La Musique et la danse francophones», «Le Tour du monde francophone: La Louisiane, les Antilles, la Polynésie, le Québec et le Maghreb» (atelier); et John Tomme, «L'Âge d'or? Non, mais *Casque d'or* brille quand même».

Notre réunion de l'automne sera un atelier, «L'Hôtel», sous la forme d'une simulation globale—une méthode pédagogique, interactive pour améliorer les aptitudes écrites et conversationnelles des étudiants en français, et qui utilise des jeux de rôles dans la salle de classe, avec le courrier électronique, ou sur Internet. Michèle Magnin de l'Université de San Diego nous guidera dans cet atelier sponsorisé par le *Chicago-Paris Hospitality/Tourism Committee*. Il aura lieu le 30 octobre à *Harry S. Truman College*.

Liette Brisebois
Anne Hebert
John Tomme

Connecticut: Liz Neger, from Fairfield High School is the new President. Liz is very enthusiastic. Regional Representative Beckwith and French Cultural Service *Attaché culturel*, Olivier Bouin, have written formal proposals asking that Connecticut be included in the French Cultural Service funding for New England. Hopefully, this will happen shortly. Connecticut was ranked 11th in enrollment in the *Grand Concours*. Congratulations to National French Contest Administrator Tom Betts.

Downstate Illinois: The Downstate Illinois Chapter has been inactive for several years. We are happy to announce that through the efforts of Gwendolyn Hickman, this chapter is being revived. Gwenne will serve as President, Joan D. Mann as Secretary-Treasurer, and John Garvey will continue as National French Contest Administrator. We wish the officers every success as they begin to organize activities.

Eastern Massachusetts: The Eastern Massachusetts Chapter is now focusing on National French Week, since Boston is a key site. They are also sponsoring a full-day

immersion workshop at the MaFLA Conference in October and a joint session with Western Massachusetts at MaFLA on how to celebrate National French Week. *Les Assises du français* will resume in the spring with AATF and the French Library co-hosting the event. Lison Baselis-Bitoun will remain for one more year as President. Richard Ladd, Vice-President, will take over the reins in 2001. Treasurer Rosanna Moakley received Honorable Mention for the Best Treasurer's Award. Regional Representative Joyce Beckwith and Executive Board member Christian deRobert coordinated the MaFLA French immersion weekend at Bay Path College. Former AATF National Vice-President Helen Cummings, received the rank of *Commandeur dans l'Ordre des Palmes académiques*. *Bravo*, Helen! The ceremony was held at the Harvard Faculty Club on June 23, 1999. Richard Ladd's workshop on "Children's Literature" won the "Best of the Northeast Conference" and will be presented at St. Louis and at ACTFL. Chapter Secretary, Valerie Sutter, led two groups to France as part of her "French Traveler" summer institute program. AATF members from around the country participated. Eastern Massachusetts was ranked 2nd in enrollment in the National French Contest. Contest Administrator, Janet Wohlers, who never ceases to amaze us with her energy, continues to recruit new schools and is hoping to be number one in 2000.

Maine: President Irène Marchenay has finally found a new National French Contest Administrator. *Merci*, Sue Leonard, for taking on the job. Irène presented her workshop on "Multiple Intelligences in the French Classroom" at FLAME, the Northeast Conference, and the Regional meeting and is President-elect of FLAME for 2000.

New Hampshire: President Paul Jacques had to resign for health reasons, and former President Julia Dutton has graciously accepted to take over the leadership of the New Hampshire Chapter until 2000. *Bravo* to Sandi Anderson who won 2nd place in the National French Contest Administrator Contest. Margaret Langford of Keene State College is organizing exciting activities for National French Week.

Northern California:

La Journée de Printemps 1999: Le 20 mars 1999, l'*American Association of Teachers of French* de la Californie du Nord (AATF/NC) a célébré sa conférence annuelle—La Journée de Printemps—à l'Université de Stanford. Plus de 80 collègues y ont assisté. Ç'a été une conférence spéciale pour les membres du chapitre, car pour la première fois dans l'histoire de l'AATF/NC le chapitre a pu accueillir sur place un président national. Le Dr. Gladys Lipton, en session

plénière, a proposé quelques «Approches créatives: plusieurs aspects de l'enseignement du français». Les membres ont été ravis par la suite de pouvoir parler à leur présidente nationale au cours de la Journée, de lui faire part de leurs inquiétudes concernant l'enseignement

du français en Californie, ou simplement d'avoir l'occasion de faire sa connaissance.

Le programme s'est avéré chargé et varié. Le Professeur Dominique Van Hooff (*San Jose State University*) a fait une présentation dynamique et enrichissante sur la «Découverte de la Culture à travers la peinture». Le Professeur Gladys Lipton (*University of Maryland-Baltimore County*) a exploré avec ses participants les différentes méthodes d'offrir «FLES* for All Children». Le Professeur Michel Gueldry (*Monterey Institute of International Studies*) nous a montré des tableaux vivants et fascinants de «La France multi-raciale des années 90 à partir des films de Mathieu Kassovitz». Les élèves du Professeur Catherine Montfort (*Santa Clara University*) ont présenté leurs projets «De la Culture à la littérature: l'histoire du chocolat, l'amour maternel, la relation mère-fille». Le programme dit académique s'est terminé sur la francophonie, où Daouda Camara, professeur de français à *Marin County Day School*, a montré comment il a intégré culture sénégalaise et pratique de la langue dans une unité qu'il a conçue pour ses élèves et qu'il a intitulée «De la publicité au marchandage dans les pays francophones».

Les participants se sont alors reposés après une journée bien chargée en goûtant les bons vins, les délicieuses pâtisseries françaises, et les fromages gentiment et gracieusement offerts par ACIS, tout en regardant le Cancan exécuté par les élèves d'Anne Jensen, professeur de français à *Westmount High School*.

Hélène Chan
Présidente

Rhode Island: Ken Rogers, University of Rhode Island, is the new President. Rhode Island offered several technology workshops in the fall and continues to present diverse programs on a small scale.

South Texas: We are pleased to an-



Sur la photo de gauche à droite, debout: Hélène Chan, Janice Letson, Jan Treadgold, Vincent Morrisette, Gladys Lipton; assis: Lorraine D'Ambruso, Rita Sauvage, Patricia Nakashima, Stan Obert et Nicole Amon.

nounce the formation of a new AATF South Texas Chapter. Their charter was received in July, and chapter membership will take effect with the 2000 membership year. Officers are Nianna Pemberton, President, Eloisa Villanueva, Secretary-Treasurer, and Mary Ricciardi, National French Contest Administrator. This brings the total number of AATF chapters to 76.

Southern California: Ça bouge aussi en Californie du Sud! Malgré notre profil relativement discret, par rapport à notre cousin de Californie du Nord, notre chapitre de Californie du Sud n'en est pas moins resté très actif. Pour ne parler que de 1998-1999, nos membres ont eu le loisir de participer aux activités pédagogiques et culturelles suivantes:

Mai 1998: Après la remise des prix du Grand Concours où nos professeurs et leurs étudiants ont obtenu des résultats très honorables, et dans le cadre de notre réunion annuelle de printemps, nous avons fait venir de France un chanteur, Jacques Grillot, qui nous a présenté son spectacle de chanson française intitulé «Jacques chante Brel», aux Deux Cafés, un café-spectacle de Hollywood. For-mi-da-ble!

Novembre 1998: Nous avons bien sûr participé au congrès de l'ACTFL à Chicago. Suite à une longue collaboration avec les Services linguistiques du Consulat général de France à San Francisco, par le biais de stages pédagogiques et linguistiques organisés par son efficace et merveilleux Attaché linguistique Patrick Charrière, j'ai eu le plaisir de présenter moi-même des résultats de cette association fructueuse dans une communication sur «les simulations globales» au cours de l'une des sessions de l'AATF. Dans le cadre de notre réunion annuelle d'automne, nous avons également proposé un atelier pédagogique «Enseigner avec Internet» avec Susan Blatty, à *Loyola Marymount University*, Los Angeles, qui a été très bien reçu.

Février 1999: Nous avons fait notre

brunch annuel de printemps au Moustache Café à West Hollywood, et avons écouté une présentation de notre invité d'honneur, Jean-Philippe Carp, un directeur artistique/architecte décorateur de cinéma (qui a entre autre reçu un César pour son travail dans le film *Delicatessen* et a travaillé dans le film hollywoodien *Barbare*) qui nous a adressé sur le thème de «Ces Français de Hollywood». C'était vraiment passionnant!

Mai 1999: Nous avons fait la remise des prix du Grand Concours, où cette année nous étions particulièrement fiers d'annoncer que l'AATF nationale nous félicitait d'avoir augmenté nos effectifs d'inscriptions de plus 9%, et cela grâce aux initiatives de notre Directrice du Grand Concours, Ivana Lyon! Pour notre réunion de printemps, nous avons organisé un dîner-rencontre au Marmiton à Santa Monica avec les Services culturels du Consulat général de France à Los Angeles, Juliette Salzmann, l'Attaché culturel, et son collaborateur-adjoint Erwan de Kerautem, se sont joints à nous et nous ont présenté les nouvelles et différentes ressources de leurs services pour nos membres. Promesses de futures associations.... Nous sommes également très fiers d'annoncer que l'une de nos vice-présidentes, Nicole Naditz, a reçu une bourse de l'AATF nationale pour étudier au Canada, ainsi qu'une bourse du gouvernement français pour étudier en France, pendant l'été. Nicole a également reçu une bourse de l'AATF nationale pour son projet pour la **Semaine du Français** en novembre.

Quant à nos projets pour l'avenir: pour notre réunion annuelle d'automne 1999, nous avons espoir d'organiser un nouvel atelier pédagogique sur le thème de *long distance teaching*. Bien sûr, célébration de la Semaine du Français! Enfin pour fêter le millénaire comme il se doit et suite aux nombreuses requêtes des membres de notre chapitre, l'AATF-SC se traguant d'être et de rester dans l'avant-garde pédagogique, nous sommes en pour-parlers avec notre ami et mentor, M. Patrick Charrière, pour préparer en collaboration un nouvel atelier pédagogique sur le thème de... cela, nous le garderons secret jusqu'à la prochaine fois!

Véronique Flambard-Weisbart
Présidente

Vermont: Thanks to the tireless efforts of President Isabelle Kaplan, this chapter's enrollment is on the upswing. Vermont received a grant for National French Week to host Josée Vachon and her group *La Chanterelle*. They sing traditional and contemporary French, Québécois, and Acadian folk songs and will be performing at several concerts around the state.

Western Massachusetts: Jean-Pierre Berwald of U/MASS Amherst is the new President. French enrollment for grade 6 in Springfield has gone up from 300 to 500 students, perhaps because of their excellent

video on "Why Study French?" written by Nancy Gadbois, 1998 AATF Teacher of the Year, and featuring her students. Nancy and Springfield's Foreign Language Director, Kathleen Riordan, attended the "New Visions" program in June. Kathy has been hosting a TV program on Early Language Learning, and Gladys Lipton was one of the guests in April. Another Springfield French teacher, Rita Oleksak, former President of MaFLA, is nominated for this year's ACTFL Executive Board. Rita is a member of the AATF Commission on High Schools and has presented numerous workshops at local, regional, and national AATF conferences. *Bonne chance*, Rita! Western Massachusetts had very strong FLES participation in the National French Contest and a gold medalist in level 2A. National French Contest Administrator Claire Stiffler continues to work very hard for this chapter as does Secretary-Treasurer Gisèle Zachary.

PROJET BIBLIOTHÈQUE - SUITE

Projet bibliothèque continues. Two years ago the Westchester Chapter embarked on a project to supply French books to a newly constructed but poorly equipped high school library in Diofior, Senegal. By June they had accumulated several hundred volumes which were packed in shipping bags provided by the U.S. Postal Service and shipped to Diofior. Delighted with the contribution, the high school principal thanked all contributors profusely in a letter received three months later.

Because of her continued interest in this project, Margaret Parsons (John Jay High School, Katonah, NY) continued her search for items which she felt the school could use. What about a computer? How about three? Margaret located three computers, two desktops and one laptop which friends were willing to donate to her ongoing project. Computer savvy students in her classes loaded each with software in French since the Senegalese students are French-speaking, not English-speaking. Colleagues going to Senegal were willing to take the laptop with them, but the question remained: How could she ship the desktops to Senegal for a reasonable fee? Margaret contacted the Senegalese Ambassador for permission to ship the items without duty and supplied a copy of his letter of permission to her friends carrying the laptop. She convinced the shipping and packing office of her school district to prepare the computers for shipment by sea. After some searching, she found a shipping company willing to transport the packages to Senegal at a reasonable cost, and, with some gracious financial help from AATF Headquarters, the packages were delivered

to the shipping office in Newark, New Jersey, destination Diofior, Senegal.

This undertaking consumed a considerable amount of time and effort on Margaret's part, but all was repaid when the following *lettre* arrived:

Diofior, le 12 avril 1999

À Madame Marguerite Parsons

Objet: Lettre de remerciements...

Madame,

Les huit cents élèves, la quarantaine d'enseignants, l'ensemble des parents d'élèves du Collège d'enseignement Moyen de Diofior se joignent à ma voix pour vous présenter nos remerciements les plus sincères.

Sans doute vous ne pourrez jamais mesurer la grandeur et l'ampleur de votre geste. Doter, d'un matériel informatique aussi performant, un C.E.M. qui se trouve dans une localité aussi éloignée et démunie que Diofior ne peut être que le fruit d'une grandeur d'âme. Merci, mille fois. Merci pour cela!

Ces remerciements s'étendent naturellement à vos chers élèves et à tous les autres donateurs. D'ailleurs des correspondances similaires seront envoyées à tous les concernés.

Diofior vous a adoptée pour toujours. Nous espérons que l'avenir nous offrira l'occasion de concrétiser cette affection.

Mamadou Gning
Le Principal du C.E.M. de
Diofior

This letter carries the seal of the *Collège d'Enseignement Moyen de Diofior, Principal*.

If any doubts existed about the efficacy or practicality of this undertaking, all disappeared in reading "*Diofior vous a adoptée pour toujours.*" No other thanks are needed.

We in Westchester hope others will be encouraged to seek out similar undertakings. We will be looking for the students of the French classes above the AATF range of French in our area. Contact the AATF on Facebook Regional Representative for French in Illinois at regional@aatf.org or by name. Group correspondence is available for \$7.50/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de Correspondance Scolaire, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; FAX: (618) 453-5733.*



AATF COMMISSION ON CULTURAL COMPETENCE

Marie-Christine Koop and Sharon Rapp, Co-Chairs



The AATF National Commission on Cultural Competence needs active members!

The Commission's main objective is to provide practical information on the teaching of French-speaking cultures at all levels:

☑ Classroom Activities

In this issue, you will find an activity titled "On présente Paris," by Sarah Jourdain (p. 25). We would like to invite you to share activities of a cultural nature with readers of the *National Bulletin*. Please send your contributions to Marie-Christine Koop at [koop@unt.edu].

☑ Sessions and Workshops

A special session was presented at the AATF convention in St. Louis in order to provide information on our objectives and projects. A three-hour workshop on strategies for developing cultural competence was also conducted in St. Louis. At ACTFL in Dallas, two presentations are scheduled: (1) a session on Saturday morning, "The French-Speaking World: Current Events and Strategies for Cultural Awareness" (student trip to Senegal, the euro and French identity, the French high school of the 21st century), and (2) a post-convention workshop on Sunday afternoon, "Teaching Culture: Strategies and Practical Applications." (See page 11 for other AATF-sponsored sessions at ACTFL.) Other sessions and workshops will be organized for AATF 2000 in Paris, ACTFL 2000 in Boston, and regional conferences nationwide.

Contingent upon grants, a series of workshops on the teaching of culture is being planned in various U.S. locations by Ann Williams-Gascon.

☑ Summer Seminars Abroad

In July 1997, a two-week seminar was organized by Marie-Christine Koop at the *Centre international d'Études pédagogiques* (CIEP) in Sèvres. It included conferences on various aspects of contemporary France and visits to several locations in the Paris area. The objective of this seminar was to prepare a volume that would help French teachers at all levels to update their knowledge of France (see below). A seminar in Quebec is under consideration for the summer of 2001.

☑ Special Volumes on French-speaking Societies and Strategies for Teaching Culture

In 1996, the Commission published a volume entitled *Acquiring Cross-cultural Competence: Four Stages for Students of French* and edited by Alan Singerman (National Textbook Company). It includes a cultural competence chart revolving around understanding culture, knowledge of French-speaking societies, seven categories of cultural knowledge, and four levels of competence. As a follow-up to this first theoretical work, the Commission has been preparing another volume devoted to practical applications. It is being edited by Jayne Abrate and Rosalie Vermette, and we strongly invite interested members who have not already done so to send their activities following the directions stated in our special announcement (p. 21). Finally, a volume entitled *France at the Dawn of the XXIst Century: Trends and Transformations*, has just been completed as a follow-up to the 1997 seminar on France held at the CIEP (see above). It was edited by Marie-Christine Koop, assisted by Rosalie Vermette, and should appear in 2000.

The Commission is divided into five subcommittees as follows:

1. **Dissemination of Cultural Activities for the Classroom**
Karen Campbell, Wellwood International School (MD)
E-mail: [kkcdanser@aol.com]
2. **Organization of Workshops and Seminars on the Teaching of Culture**
Ann Williams-Gascon, Metropolitan State College of Denver
E-mail: [gascona@mscd.edu]
3. **Research and Study Groups on French Culture**
Rosalie Vermette, Indiana University-Purdue University, Indianapolis
E-mail: [rvermett@iupui.edu]
4. **Cultural Content of National Exams and Standardized Tests**
Renée White, The Greenhill School (TX)
E-mail: [renee_white@acd.org]
5. **Revising and Updating the Commission Cultural Guidelines**
Andrew Suozzo, De Paul University (IL)
E-mail: [asuozzo@wppost.depaul.edu]

The Commission needs additional members to serve on subcommittees, to contribute articles to the *National Bulletin* and to our special volumes, and to propose and present sessions at conferences. If you are interested in participating in the work of any of the subcommittees above, please contact Sharon Rapp at [sbrapp@juno.com]. For more information on our objectives and projects, visit our Web site at [http://courses.unt.edu/koop/aatfculture.htm].

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

AATF 1999 Executive Council

Gladys Lipton, President [2000]

Mod. Langs. & Linguistics
University of Maryland-Baltimore County
Baltimore, MD 21250
Fax: (301) 230-2652
E-mail: [lipton@umbc2.umbc.edu]

Jayne Abrate, Executive Director [2000]

Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510
Phone: (618) 453-5731
Fax: (618) 453-5733
E-mail: [abrate@siu.edu]

Jean-Pierre Piriou, Vice-President [1999]

Dept. of Romance Languages
University of Georgia
Athens, GA 30606
Fax: (706) 542-3287
E-mail: [jppiriou@uga.edu]

Marie-Christine Koop, Vice-President [2001]

Foreign Languages
University of North Texas
P.O. Box 311127
Denton, TX 76203-1127
Fax: (940) 565-2581
E-mail: [koop@unt.edu]

Judith A. Johannessen, Vice-President [2000]

1167 Glendon Street
St. Paul, MN 55119
E-mail: [mmej@uswest.net]

Christopher Pinet, Editor in Chief, French Review [2001]

409 West Morrow
Bozeman, MT 59715
Fax: (406) 587-8490
E-mail: [umlcp@montana.edu]

James Gilroy, Managing Editor, French Review [2001]

Language & Literatures
University of Denver
Denver, CO 80208
Fax: (303) 871-4555
E-mail: [jgilroy@denver.edu]

Jane Black Goepper, Editor, National Bulletin [2001]

2324 Park Avenue, #34
Cincinnati, OH 45206
Fax: (513) 861-5572
E-mail: [jbg@fuse.net]

Sidney L. Teitelbaum, Director National French Contest [2001]

P.O. Box 32030
Sarasota, FL 34278
Fax: (941) 364-9820
E-mail: [sidteit@webtv.net]

Geraldine O'Neill, Region I Rep. [2000]

21 Mill River Road

South Salem, NY 10590-2003

Fax: (914) 533-6643
E-mail: [geoneil@ibm.net]

Joyce Beckwith, Region II Rep. [1999]

159 Main Street, Apt. 37A
Stoneham, MA 02180
E-mail: [mmejoyb@aol.com]

Robert J. Ludwig, Region III Rep. [2000]

1102 Ardsley Road
Schenectady, NY 12308
E-mail: [bertie5791@aol.com]

Diana Regan, Region IV Rep. [2001]

411 Dartmouth Road
Bryn Mawr, PA 19010
E-mail: [dregan@mail.phila.k12.pa.us]

Lee Bradley, Region V Rep. [2000]

Valdosta State University
Valdosta, GA 31698
Fax: (912) 333-7389
E-mail: [lbradley@valdosta.edu]

Mary Jo Netherton, Region VI Rep. [2001]

Box 13
Clearfield, KY 40313
Fax: (606) 783-5346
E-mail: [m.nether@morehead-st.edu]

Donna Clementi, Region VII Rep. [1999]

422 West Pershing
Appleton, WI 54911
E-mail: [clementi@athenet.net]

Helen Lorenz, Region VIII Rep. [2001]

4120 Eldorado
Plano, TX 75093
E-mail: [helenlor@usa.net]

Vincent Morrissette, Region IX Rep. [1999]

845 Taylor Street #3
Monterey, CA 93940-1962
E-mail: [gvincent@mbay.net]

SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
- Find French resource materials.
- Create your own Web page.
- Use Web materials in the classroom.

All in French!

**[http://www.siu.edu/
~aatf/self/begin.html](http://www.siu.edu/~aatf/self/begin.html)**

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

Please consider making a donation to the AATF Fund for the Future. Any amount is significant. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. As you return your dues invoice this fall, make a contribution to the Fund for the Future. A contribution made in 1999 is deductible on your 1999 income tax return.

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

AATF SUMMER SCHOLARSHIPS FOR 2000 PRELIMINARY ANNOUNCEMENT

In conjunction with National French Week, the *ministère des Relations internationales du Québec* is providing four scholarships for summer 2000 study in Québec to the AATF. Two scholarships are for AATF member teachers and two are for students of French.

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

In addition, we hope to provide scholarships for study in France, Switzerland, and Belgium.

At this time we are unable to confirm the exact dates, location, conditions, or number of scholarships but wish to inform interested members that more details and application materials will appear in the November *National Bulletin*. They will also be posted on the AATF Web site [<http://aatf.utsa.edu>] as soon as they are available. Note that the application deadline for both scholarships is **February 15, 2000**.

REGIONAL NEWS

REGION 1: METROPOLITAN NEW YORK, NASSAU, SUFFOLK, WESTCHESTER

Region I started off the 1998-99 year on October 3 with *Le deuxième congrès régional de la grosse pomme* at Pace University, Pleasantville, NY. More than 175 teachers from New York, New Jersey, Connecticut, and Pennsylvania convened at the Pace campus where they attended sessions devoted to *la technologie, le français des affaires, la francophonie, or la pédagogie*. After a brief but inspiring welcome by President Gladys Lipton, singers Jacques et Marie entertained the participants with a cabaret presentation. Jayne Abrate presented one of three sessions devoted to technology, while the *français des affaires* session organized by Diane Paravazian of the Pace World Trade Institute, heard from Hervé de Fontenay from Montreal and Mme Guilhène Maratier-Decléty of the *Chambre de Commerce et d'Industrie de Paris*. M. Charles Barrière from the French Embassy not only helped provide funding for the conference but also presented a session. The enthusiastic response of the participants was echoed in an article which appeared the following week in the *New York Times*, giving French and teachers of French a welcomed positive commentary for their efforts to encourage the study of French.

The four chapters which comprise Region I each organized meetings on topics of interest to their members. This year, Metropolitan's fall meeting was devoted to a discussion of *le Grand Concours* while the spring meeting focused on technology. The annual Gala had as its theme *la francophonie*. The announcement at the festive luncheon of a scholarship for study in France being offered by *l'Agence de la francophonie* to the winner of Level 3 of *le Grand Concours* highlighted the day's events.

As a follow-up to last year's successful joint meeting with the AATSP, Deana Schiffer, President of Nassau, organized a second presentation devoted to teaching students with learning difficulties. This was again well attended, and Deana suggests that more chapters might want to consider joining forces for meetings where the subject is of shared interest. The annual poetry contest at Hofstra University was again well received. Contest Administrator for Nassau, Jerilyn Cowan, was honored for the better than 9.9% increase in enrollment she achieved in the contest.

In her second year as Chapter President for Suffolk, Adrienne Greenbaum organized two special events for the Chapter. The first was a presentation by Rita Oleksak of Springfield, MA, on "Communicating From

Day One and Beyond." The second was a first-time poetry contest held at C.W. Post College where students from levels 1-5 competed for prizes for poetry recitation. Suffolk National French Contest Administrator Mary Arslanian directed her last contest and was honored for her many years of dedication to the *concours* at the *distribution des prix*. Her successor has already worked alongside Mary and is ready to step into her new role.

Co-Presidents Marise Kinyon and Jackie Vedder of the Westchester Chapter wanted this year, their first in office, to be memorable, and so it was. After the *Deuxième congrès* on October 3, at which both were busy with registration, they planned two immersion programs, one for teachers on a Saturday in February and another for students preparing for the AP language exam on a Saturday in April. Both created excitement and enthusiasm and calls for a repeat next year. The year closed with a dinner at a local French restaurant, an event so well received that they promised to make it an annual activity. Westchester's *Projet bibliothèque* (see page 16) continued, this time with the delivery of three donated computers send to Diofior, Senegal. The Chapter is continuing its donations of books and computers if more should become available.

All four chapters are working on joint plans to celebrate *la Semaine du Français* with a round-robin series of events. Fueled by small National French Week grants to each chapter, organizers are planning a series of activities to be publicized in each of the Chapters and open to all. While plans are still being made at this writing, these events include:

- Region I is sponsoring concerts by the Québec group, *Roc le Roc*, in middle and high schools throughout the region over a four-day period. Since the group is already committed to Region II for the week of November 4-10, they will appear in New York prior to going to Boston.
- Westchester: Appearing October 19 at Pace University, Pleasantville, will be the *troupe théâtrale* of Claude Beaucaire with a performance dedicated to the works of Jean Tardieu. The Chapter will host a *journée française* on Friday, November 5 at the Pace University campus with activities, contests, sporting events designed to appeal to students of all ages.
- Nassau has planned a Saturday *francfest* for November 6.
- Metropolitan is working on a *tournée de foot* to be held at Riverside Park in Manhattan.

- Suffolk has organized a film festival at a movie house with films in French for students.
- Dr. Myrna Delson-Karan of the Québec Delegation is inviting five Québécois authors to present their works on November 9 at a public reading in Manhattan and on the campus of Columbia University and at the CUNY Graduate Center on November 10.
- The Queens Library Foundation has organized a West African Festival which will include films, music and dance groups, crafts, storytelling, and perhaps a fashion show to be held in their new library in Flushing, Queens. The date for this festival has not yet been set, but it will not conflict with other planned activities.
- Teachers across the region continue to make their own plans to fit the needs and interests of their school community.

It appears that *la Semaine du Français* is attracting more and more attention around the Region, and, as the news spreads, so does the desire to participate. What better way to promote French and the Francophone world than to get the public involved? *Chapeau!* to President Gladys Lipton, to Jayne Abrate, and to all the members of the Executive Council who are supporting *la Semaine du Français* in every way.

Geraldine O'Neill
Region I Representative

REGION 2: NEW ENGLAND

REGIONAL CONFERENCE: APRIL 30-MAY 1, 1999

Over 200 participants attended the Regional Conference, which was held at the Holiday Inn in Worcester, MA and hosted by the Eastern Massachusetts Chapter. In keeping with the theme of the Conference, "**Le Français: un pari sur l'avenir**," (which incidentally has been adopted as the theme of the AATF Convention in Paris in 2000) French was the only language spoken during the two days. The Conference began with five Pre-Conference 3-hour workshops: Barbara Barnett and Eileen Angelini came from Philadelphia to speak on *La Shoah*. Susan Boldrey came from Chicago to present the music and traditions of Québec. Marie-Cécile Louvet came from Maryland to share her 25 years of experience as an immersion teacher. The French Cultural Services sent Odile Ledru-Menot from Paris who spoke on verbal and nonverbal communication. Twenty-five middle and elementary school teachers attended Richard Ladd's workshop on "Children's Literature."

On Friday afternoon there were 16 con-

current sessions, including a *Table Ronde* for middle school teachers and one for FLES* teachers. After a reception, sponsored by McDougall Littell, thanks to Pam Knapp, former president of the New Hampshire Chapter, and after a gala buffet dinner, National President Gladys Lipton welcomed the participants, and Charles Barrière from the French Cultural Service in New York offered greetings from the French Ambassador. The Presidents of each chapter then presented plaques to their *lauréats*: Pierre Capretz and former Regional Representative Thérèse Harnois from Connecticut, Christian deRobert, Conference Co-Chair, and Rosanna Moakley, Chapter Treasurer, from Eastern Massachusetts, Claire Stifler, National French Contest Administrator from Western Massachusetts, Sandi Anderson, National French Contest Administrator for New Hampshire and Vermont, and Julia Dutton, former President from New Hampshire and Paulette Sépul, former president from Rhode Island. Rebecca Valette was honored by Gladys for her service to AATF as national president. Newly-appointed French Consul in Boston, Stéphane Chmelewsky inducted Joyce Beckwith, Region II Representative, as a *Chevalier dans l'Ordre des Palmes académiques*. The Midway Ramblers Cajun Band from Chicago put on a terrific show. It was so much fun to see over 60 people, including our own Gladys Lipton and Geraldine O'Neill, Region I Representative, doing country line dancing. The *soirée* ended with a *tombola*, followed by a private party, hosted by Regional Representative Joyce Beckwith for all chapter officers and other regional "*gros légumes!*"

On Saturday morning, there were 16 more concurrent sessions. Keynote speakers, Charles Barrière and Irène Finel-Honigman from Johns Hopkins University addressed the group after lunch on *La France et l'Europe de l'an 2000*. Thirty-five exhibitors were also present, several from Canada and France. Kudos to the steering committee from Eastern and Western Massachusetts: Co-Chairs: Christian deRobert and Lison Baselis-Bitoun; Program: Valerie Sutter; Exhibits: Bess Harrington; Hospitality: Sally Nelson; AV: Janet Wohlers, and PR: Joyce Beckwith.

French Cultural Service Changes Personnel

Former French Consul, M. Maurice Portiche, was transferred to Burkina Faso in April. New Consul, M. Stéphane Chmelewsky was a fellow at the Harvard Graduate School of International Relations. AATF enthusiastically welcomes him to his new position. Former linguistic *attaché*, Fabrice Jaumont, has been replaced by Sebastian Winding who is working closely with us on National French Week. Fabrice

is now associated with the *École Bilingue* which has officially changed its name to the *Lycée Français de Boston*. All chapters and members with e-mail addresses are now linked to [<http://www.franceboston.org>] which sends out weekly messages on all the French events in New England.

Celebrations for National French Week

Since Boston has been designated as a key site, representatives from four French associations met at Harvard at a meeting hosted by Raymond Comeau, Chair of the Commission for the Promotion of French, to discuss plans for National French Week. AATF will join forces with the *Alliance Française*, the French Cultural Service, and the French Library and Cultural Center to sponsor a series of events, including a film festival, a cabaret evening, a reception, a dinner with a well-known *conférencier*, and several rock concerts for students. AATF will also sponsor a poster and an essay contest. Models for both contests were distributed in St. Louis at the National French Week session. Members from the Rhode Island, Western Massachusetts, and Maine chapters will be invited to these events as well because of their proximity to Boston.

Joyce Beckwith
Region II Representative

NEWS FROM THE EXECUTIVE COUNCIL FORMER AATF VICE-PRESIDENT RECEIVES FULBRIGHT AWARD



AATF Vice-President Jacqueline Donnelly (MI) has been selected to participate in a Fulbright teacher exchange with a teacher from Bordeaux, France. The two will trade jobs and homes for the 1999-2000 school year with the French teacher taking over for Jackie at Holland High School (MI). Jackie has had to relinquish her position as Vice-President and as Co-Chair of the Commission for the Promotion of French to take advantage of this special opportunity.

Displaying her usual boundless enthusiasm, Jackie has already developed a multitude of projects, including an Internet exchange between the two schools. We are sure she will report her experiences to AATF members on these pages upon completion of her year in France. No doubt, they will be celebrating National French Week in Bordeaux this year!

We wish Jackie every success during her *séjour* in France and look forward to her renewed participation in AATF national activities upon her return.

NEW AATF EXECUTIVE COUNCIL MEMBER

President Gladys Lipton has appointed Region VII Representative Judy Johannesen to complete the 1998-2000 term of AATF Vice-President left open upon the departure



Judy Johannesen

of Jacqueline Donnelly to participate in a Fulbright exchange in France. Judy had nearly completed her second term as Region VII Representative. She accompanied the AATF *Allons en France lauréats* to France for the 1998 *Coupe du Monde* and is Co-Chair of the Articulation Commission. Congratulations, Judy!

Donna Clementi (WI) has agreed to fill



out Judy's term as Region VII Representative. Donna has taught French at Appleton High School for 26 years and is a Past-President of the Wisconsin Association of Foreign Language Teachers as well as Dean of Teacher Seminars at Concordia Language Villages. Welcome, Donna.

AATF NATIONAL COMMISSION ON CULTURAL COMPETENCE



CALL FOR SUBMISSIONS



We would like to invite French teachers at all levels to participate in the preparation of a volume of pedagogical applications based on Volume I of the Commission's work entitled *Acquiring Cross-Cultural Competence: Four Stages for Students of French* (National Textbook Company, 1996). This first volume was prepared under the direction of Howard L. Nostrand and Allan W. Grundstrom and edited by Alan Singerman. It is available for \$15.60 (special AATF price includes shipping, if prepaid) from NTC by calling (800) 323-4900 (item #EL 1784-0); [<http://www.ntc-school.com>].

The second volume will cover the major French-speaking areas: France and other European countries, North America, the Caribbean, North Africa, Sub-Saharan Africa, the Pacific rim, and Asia. Each division will be devoted to a theme related to one of the seven categories of cultural competence as defined in the first volume:

1. **Communication in a cultural context:** the importance of knowing what to say and how to say it appropriately in various social situations.
2. **The value system:** the set of slowly evolving highest common values colored by a context of characteristic thought patterns and prevalent assumptions about human nature and society—whose knowledge facilitates the understanding of the surface manifestations of that system encountered in French social patterns, institutions, and forms of artistic expression.
3. **Social patterns and conventions:** unofficial patterns of collective behavior, including such phenomena as social hierarchy and mobility, sex roles, age-group and ethnic relations, etiquette, letter-writing formalities, traditional dishes and menus, and common public signs.
4. **Social institutions:** more official structures, often codified in law, including civil status, religion, education, political processes, government, economic structures, labor and professional unions, currency, health care, and artistic and scientific organizations.
5. **Geography and the environment**
6. **History**
7. **Literature and the arts**

The resulting volume will contain a wide sampling of activities at differing levels for each area of cultural competence and will

focus on stages 1, 2, and 3 of the four levels described in the first volume:

- **Stage 1** (elementary level): emphasizes observation and imitation, with some progress toward the development of basic practical intercultural skills in the target culture.
- **Stage 2** (basic intercultural skills): defines the skills and supporting knowledge necessary to meet one's basic needs in the foreign language society, together with a rudimentary understanding of its most prominent cultural phenomena.
- **Stage 3** (social competence): assumes the ability to function appropriately in a wide variety of social situations and a more thorough knowledge and understanding of cultural phenomena.
- **Stage 4** (socioprofessional capability): denotes both in-depth cultural knowledge and the skills, understanding, and sensitivity adequate for full socioprofessional responsibility.

TEMPLATE FOR CULTURAL ACTIVITIES

1. **Your name** (as you wish it to appear)
2. **Institutional affiliation**
3. **Preferred mailing address**
4. **Telephone numbers** (office and home)
5. **Fax number**
6. **E-mail address**
7. **Category for the activity** (choose one):
 - Communication in a cultural context
 - Value system
 - Social patterns and conventions
 - Social institutions
 - Geography and the environment
 - History
 - Literature and the arts
8. **Stage** (specify stage 1, 2, or 3 of the 4 stages defined in the guidelines)
9. **Indicator** (objectives of the activity in terms of what students will be able to accomplish after completing it) [Examples: students will learn the location of major French cities and topographical features in the country; will know that there are familiar and polite forms of address; will be able to describe the functions of different rooms in a typical dwelling; will be able to name the major school levels; will be able to give at least one difference between French and American values; will be able to identify the ethnic origins of the most prominent groups of recent immigrants; will know that there were flourishing civilizations in Africa before

the arrival of Europeans; will be able to recognize the style of traditional African wood sculpture; will become familiar with the role that group membership plays in African life]

10. **Region** (French-speaking country or region selected for the activity)
11. **Preliminary questions to students** (as an introduction to the activity; should use background knowledge necessary to start the activity)
12. **Activity**
13. **Teacher notes** (in English; may include guidelines for using the activity, supplementary background information, materials or references, extension activities)
14. **Answer key** (if applicable).

Whenever possible, the final single-spaced version of the activity should fit on one photocopiable page in letter format, while the teacher notes will appear on the back, especially for activities intended for stage 1. For stages 2 and 3, however, activities may be longer. All submissions must be original work. If you include realia with your submission, you must also furnish permission to duplicate from the original publisher.

Submissions will be assembled into a draft that will be sent to reviewers for comments. The exercises will then be edited for clarity, continuity, and utility. Although we will make every effort to use as many contributions as possible, some editing may be necessary for consistency and to avoid overlap. All submissions not included in the volume will be returned to contributors.

The volume will be co-edited by Jayne Abrate and Rosalie Vermette and published by National Textbook Company. Please send your activities, both a hard copy and by e-mail, no later than **November 8, 1999** to: Dr. Rosalie Vermette, Department of Foreign Languages and Cultures, Indiana University-Purdue University Indianapolis, 425 University Boulevard, Indianapolis, IN 46202-5140; E-mail: [rvermett@iupui.edu].

For more information on activities and projects sponsored by the AATF Commission on Cultural Competence, see our regular column, "Le carrefour culturel" (p. 17).

RENDEZ-VOUS À PARIS—DU 17 AU 20 JUILLET

C'est maintenant le moment de penser à votre participation au congrès de l'an 2000 à Paris. L'AATF se réunira conjointement à la Fédération Internationale des Professeurs de Français au Palais des Congrès du 17 au 20 juillet prochains. Ensemble l'AATF et la FIPF réuniront plus de 3000 professeurs de français provenant de 120 pays. C'est une occasion à ne pas manquer pour faire la connaissance de vos collègues du monde entier.

Étant donné la foule de touristes qui va affluer à Paris pour fêter le millénaire, il est essentiel que vous pensiez dès maintenant à vos projets de voyage. Nous travaillons avec le FIAP Jean Monnet à Paris pour les réservations hôtelières. Comme toujours, chaque congressiste devrait s'occuper de sa propre réservation, mais en passant par le FIAP vous bénéficierez de tarifs spéciaux réservés aux congressistes de l'AATF. Un nombre limité de chambres est réservé à ces tarifs. Donc on vous conseille fortement de ne pas attendre la dernière minute. Voir les renseignements à la page 23.

Nous n'avons pas encore de renseignements sur d'éventuels tarifs aériens préférentiels. Consultez régulièrement le site Web [<http://aatf.utsa.edu/>] pour toute nouvelle information à ce sujet qui paraîtra aussi dans le *National Bulletin* du mois de novembre.

De même, nous n'avons pas encore fixé les tarifs d'inscription au congrès. Tous les renseignements et formulaires d'inscription nécessaires paraîtront dans le *National Bulletin* du mois de novembre et sur le site Web [<http://aatf.utsa.edu/>]. Ceux qui s'inscriront pour le congrès avant le 31 décembre 1999 bénéficieront d'une réduction de 25%. Ceux qui s'inscriront entre le 1 janvier et le 31 mars 2000 bénéficieront d'une réduction de 10%. Après le 31 mars, le plein tarif s'appliquera. Comme d'habitude, nos membres étudiants ou émérites pourront s'inscrire à moitié prix, toujours avec les mêmes dates limites.

Pensez maintenant à présenter une proposition de session pour le congrès. Le formulaire se trouve à la page 31 et doit être soumis daté le 1 novembre 1999 au plus tard. Rendez-vous à Paris en juillet.

AATF HOTLINE FOR PROMOTING FRENCH

Share your ideas on:

- fighting program cutbacks;
- effective promotional activities;
- travel and exchanges;
- reaching parents and administrators.

<http://aatf.utsa.edu/hotline/>

CONVENTION HIGHLIGHTS

Dates: July 17-20, 2000 (Monday through Thursday)

Registration: Pre-registration materials and hotel reservation information will be included in the September, November, and January issues of the *National Bulletin* and posted on the AATF Web site [<http://aatf.utsa.edu/>].

Getting there:

Hotel: Hotel reservations are being handled by the FIAP Jean-Monnet (see information on p. 23). July 2000 is going to be a very popular travel time for tourists; make your reservations early. The prices offered by the FIAP represent significant savings over the regular hotel rates.

Airfares: We are exploring possibilities for reduced airfares for AATF congressistes. Watch the November *National Bulletin* and the Web site [<http://aatf.utsa.edu/>] for updates.

Conference Registration: The registration fee has not yet been set, but full registration information will be included in the November *National Bulletin*. Registrations postmarked by Dec. 31, 1999 will receive a 50% reduction; registrations postmarked between Jan. 1 and Mar. 31, 2000 will receive a 10% reduction; registrations received after Mar. 31, 2000 will pay the full rate. After June 15, all members attending the convention must register on site.

Cancellation: Cancellations received by Mar. 31 will be fully reimbursed; a \$25 cancellation fee will be assessed for cancellations received between Apr. 1 and June 15, 2000; no cancellations will be accepted after June 15, 2000

Awards Banquet: An awards banquet where we will honor Outstanding Teachers, Honorary members, and other awardees is being organized. More details will appear in the November *National Bulletin*. Registration will be handled on a first-come, first-served basis.

Things to do:

Pre- and post-convention excursions: The FIAP Jean Monnet is organizing two excursions for AATF members. See descriptions on page 23. Only a limited number of places are available for each trip, so register early.

Special events: Numerous special events are being planned, including a joint plenary session with the *Fédération Internationale des Professeurs de Français* as well as a joint *gala de clôture*. Numerous other events are being planned, and additional information will be posted on the Web site as it becomes available.

Special services:

Certificate of participation: Each

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

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

Academic Credit: We will again work with Webster University in St. Louis to offer convention-goers academic credit for attending the convention in Paris. Further details and registration information will appear in the November *National Bulletin*.

Special offer to new and student members: All those attending an AATF convention must be members of the Association. Current or renewing members must pay the conference registration fee as well as 2000 dues of \$45 if they have not already done so. However, we would like to encourage non-member teachers to try an AATF convention and learn what we are about. Therefore, we invite French teachers who have never been AATF members to attend the convention; their registration fee will include one year's membership in the Association. This offer applies only to those who pre-register for the convention and have never before belonged to the AATF. We are also extending this offer to any student of French. Students already receive half-price registration which means a student can attend the convention and receive one year's membership. This offer also applies to current student members and would apply to their membership renewal for 2000-2001.

Feed the imagination as well as the palates of those you are trying to reach.

Remind the public of all the wonderful and useful reasons to learn French.

Entertain with student or guest performances or films.

Network with other French teachers, French speakers and Francophiles in the community, and the local media.

Celebrate the French-speaking heritage both within the U.S. and around the world.

Highlight for others what you and your students are doing in the classroom to make learning French enjoyable and meaningful.

HOTEL SELECTION FOR THE PARIS CONVENTION

As usual, each AATF member attending the 2000 Convention must handle his or her own reservations. However, given the complexity of handling reservations in another country and the difficulty of finding rooms available in Paris in the summer of the year 2000, the FIAP Jean Monnet has offered its services to help AATF members secure hotel rooms for the convention.

The FIAP has chosen nine hotels to house AATF members during the convention. These hotels have been selected especially for their quality, cost, and location permitting easy access to the *Palais des Congrès* where the convention will take place.

- (1) Concorde Lafayette**** (Métro: Porte Maillot à côté du Palais) 950 F
- (2) Sofitel Le Faubourg**** (Métro: Concorde à 10 mn du Palais) 1350 F
- (3) Sofitel Arc de Triomphe**** (Métro: Ch de Gaulle à 10 mn du Palais) 1350 F
- (4) Sofitel Dokhan's**** (Métro: Bossière à 15 mn du Palais) 1350 F
- (5) Sofitel Scribe**** (Métro: Opéra à 15 mn du Palais) 1350 F
- (6) Frantour Berthier** (RER C ou Bus PC à 15 mn du Palais) 550 F
- (7) Campanile Berthier** (RER C ou Bus PC à 15 mn du Palais) 550 F
- (8) Mercure Opéra*** (Métro: Havre Caumartin à 20 mn du Palais) 610/ 650 F
- (8) Jardin de Paris*** (Métro: Richelieu Drouot à 20 mn du Palais) 620/720 F

Conditions pertaining to reservations and cancellation can be found on the reservation form on page 24. All questions regarding hotel reservations should be directed to the FIAP whose coordinates are listed at the bottom of the hotel reservation form. The complete hotel flyer with descriptions of the hotels and a map showing their location is available on the Web site [<http://aatf.utsa.edu/>] or can be requested from National Headquarters: Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail: [akwalsh@siu.edu]. All questions pertaining to hotel reservations should be addressed to the FIAP: 30, rue Cabanis, 75014 Paris; Tel: 33.1.43.13.17.17; Fax: 33.1.45.81.63.91; E-mail: [girardin@fiap.asso.fr].

Hotel rooms in Paris will be scarce in July 2000, so act early to ensure that you will have a room during the convention.

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 4-10**

PRE- AND POST-CONVENTION EXCURSIONS

ORGANIZED BY THE FIAP

The FIAP Jean Monnet, in addition to handling hotel reservations for AATF members, has also organized two unique excursions, a pre-conference visit to Brittany (July 12-16, 2000) and a post-convention trip to *le Berry* (July 21-25, 2000). Below you can find brief summaries of the excursions. More complete descriptions and reservation information can be found on the AATF Web site [<http://aatf.utsa.edu/>] or flyers can be requested from National Headquarters. Only 48 spaces are available for each excursion, so act early to ensure that a space is reserved for you.

LA BRETAGNE

Ce voyage se déroulera du 12-16 juillet 2000. Il comprendra des visites de Quimper, de Concarneau, des Glénan, de Locronan, de Pont-Aven, et de Brest. Les activités auxquelles participera le groupe de l'AATF incluront une visite d'une faïencerie à Quimper, une soirée bretonne, une après-midi littéraire avec le Salon du livre maritime culminant avec la remise d'un prix littéraire AATF, suivie d'une soirée de fête comprenant visite de l'archipel des Glénan et un dîner buffet sur la plage de sable blanc de l'Île Saint-Nicolas. Du bateau, on pourra assister au feu d'artifice du 14 juillet tiré au-dessus du port de Concarneau.

Ensuite des visites à la petite ville de Locronan, la suivie de la "Route des peintres" aboutissant au Musée de Pont-Aven. Avant de retourner à Paris pour le début du congrès, on passera une journée inoubliable dans le port de Brest avec son Parc de loisirs et des sciences de la mer et un rendez-vous de bateaux où des milliers de vieux gréements venus de trente pays formeront le cadre d'une grande fête populaire.

LE BERRY

L'excursion post-congrès dans le Berry durera du 21 au 25 juillet 2000. Cette visite suivra la Route Jacques Cœur et inclura le château de la Bussière, la faïencerie de Gien, la cathédrale de Bourges, les châteaux de la Verrerie, de Meillant, de Boucard, d'Aynay-le-Vieil, et de Menetou-Salon, le village de La Borne, le Palais Jacques Cœur, et l'Abbaye de Noirlac. De nombreuses visites et rencontres seront organisées spécialement pour les membres de l'AATF.

À part visites traditionnelles, quelques-unes menées par les propriétaires mêmes des châteaux, les congressistes participeront à une dégustation dans une cave traditionnelle à Sancerre, un concert dans la grange du château de Boucard, un récital d'orgue dans la cathédrale de Bourges, une après-midi consacrée à la littérature et la découverte des maisons de George Sand et d'Alain-Fournier, et la plantation d'un arbre AATF dans la Forêt des mille poètes au village de Vesdun, centre géographique de la France.

Le nombre de places est limité pour ces deux excursions conçues spécialement pour les congressistes de l'AATF. Consultez le site Web de l'AATF [<http://aatf.utsa.edu/>] ou demandez les dépliants qui les décrivent à l'AATF: Tél: (618) 453-5732; Fax: (618) 453-5733; Courriel: [akwalsh@siu.edu]. Toute question relative aux excursions devrait être adressée au FIAP: 30, rue Cabanis, 75014 Paris; Tél: 33.1.43.13.17.17; Fax: 33.1.45.81.63.91; Courriel: [girardin@fiap.asso.fr].



SWISS KITS: OLD AND NEW VERSIONS AVAILABLE

Both versions of these kits, provided by the Swiss Embassy, contain general information on Switzerland, including geography, maps, history, economy, but are presented with different sets of materials.

The old version includes a large color poster with many scenes of Switzerland, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on the life and travels of Jean-Jacques Rousseau, literary excerpts of Swiss authors, an article on the youth of Switzerland, and a small book with information on geography, history, economy, and the political and cultural institutions of the country.

The new version, *La Suisse en vue*, has

a more uniform format with four colorful dépliants on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a Teacher's Manual.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$4.00 for the first copy, \$1.00 for each additional copy (while supplies last). Order one copy of the old and one of the new version for only \$5.00. If no indication is given, the new version will be sent.

Réservez dès maintenant, plus tard risque d'être trop tard!

Les prix indiqués représentent 25 à 50% de réduction sur les tarifs publics. De nombreux congrès sont organisés en juillet 2000. La course pour trouver une chambre dans de bonnes conditions à cette période risque d'être hasardeuse pour les retardataires. Le FIAP Jean Monnet vous apporte la garantie d'un service rigoureux assuré par un membre de l'AATF.

Madame Mademoiselle Monsieur
Nom _____

Prénom _____

Adresse complète du domicile

Tél. _____

Fax _____

E-mail _____

Nom de l'Université, collège, école

Adresse: _____

Tél. _____

Fax _____

E-mail _____

Date d'arrivée: _____ juillet 2000

Date de départ: _____ juillet 2000

Nombre de nuits: _____ Chambre single Chambre double Chambre twin (2 lits)

Je souhaite partager ma chambre avec un autre membre de l'AATF: OUI NON

Le FIAP Jean Monnet essaiera, si possible, de trouver une autre personne exprimant le même souhait.

Nom de l'hôtel(s) choisi(s) (1) _____ (2) _____

(3) _____

Montant total prévu pour le séjour:

Prix par nuit _____ x nombre de nuits _____ = _____ francs français

Le montant du dépôt de garantie doit représenter l'équivalent d'une nuit dans l'hôtel choisi.

Méthode de paiement: Carte de crédit Chèque Virement bancaire

Par CARTE DE CRÉDIT: VISA CARD MASTER CARD

N° de la carte _____ Date d'expiration: _____ / _____

J'autorise le FIAP à prélever sur cette carte de crédit la somme de: _____ francs français

Signature: _____

Par CHÈQUE en francs français à l'ordre de: FIAP Jean Monnet

À envoyer à l'adresse du FIAP Jean Monnet: 30, rue Cabanis - 75014 Paris

Par VIREMENT BANCAIRE en francs français. Coordonnées de la banque:

BNP Paris Gobelins - 68, avenue des Gobelins - 75013 Paris

Code banque 30004 - Code guichet 00810 - Compte no 00021605451 - Clé RIB 46

Spécifier sur le commentaire accompagnant votre ordre de virement votre nom et la référence AATF.

Hôtels	Single	Double
Concorde Lafayette		
Petit-déjeuner compris pour 1 ou 2 personne(s)	950 F	950 F
Sofitel Le Faubourg	1 350 F	1 350 F
Sofitel Arc de Triomphe	1 350 F	1 350 F
Sofitel Dokhan's	1 350 F	1 350 F
Sofitel Scribe	1 350 F	1 350 F
Frantour Berthier	550 F	550 F
Campanile Berthier	550 F	550 F
Mercure Opéra	610 F	650 F
Jardin de Paris	620 F	720 F

Les prix sont par jour et par chambre toutes taxes comprises, en francs français uniquement.
Arrivée à partir de 14 h • Départ avant 12 h.

POUR RÉSERVER: Compléter en majuscules le bon de réservation ci-dessus. Adresser une copie au FIAP Jean Monnet par courrier ou par fax.

- Réservation par Carte de crédit: vous autorisez le FIAP à percevoir un montant équivalent à une nuit dans l'hôtel choisi.
- Réservation par chèque ou virement: vous payez l'équivalent d'une nuit dans l'hôtel choisi.

Les frais de banque et de change sont à la charge du réservataire. Le contingent global de chambres réservées par le FIAP porte sur les nuits du 15 au 21 juillet 2000. Possibilité d'arrivée ou de départ à des dates différentes, au même tarif, sous réserve d'accord avec l'hôtel.

Le montant du solde du séjour doit être intégralement payé avant le 15 mai 2000.

CONDITIONS D'ANNULATION

Un pourcentage de montant total du séjour réservé est retenu en cas d'annulation selon le calendrier suivant:

Entre le 15 mai et le 31 mai 2000:	20 %
Entre le 1 ^{er} et le 15 juin 2000:	30 %
Entre le 16 et le 30 juin 2000:	40 %
Entre le 1 ^{er} et le 8 juillet 2000:	50 %
Entre le 9 et le 14 juillet 2000:	75 %
À partir du 15 juillet 2000:	100 %

30, rue Cabanis - 75014 Paris FRANCE - Tél. 33 1 43 13 17 17 - Fax 33 1 45 81 63 91 - Mel: girardin@fiap.asso.fr - www.fiap.asso.fr

Des descriptions plus complètes de ces hôtels ainsi qu'une carte de Paris où ils sont indiqués se trouvent sur le site Web de l'AATF [<http://aatf.utsa.edu/>] ou dans un dépliant que vous pouvez demander par téléphone au (618) 453-5732; par fax au (618) 453-5733; ou par courriel [akwalsh@siu.edu].

Le FIAP Jean Monnet organise également deux voyages pour les congressistes de l'AATF. Avant le congrès, il y aura un voyage en Bretagne du 12 au 16 juillet 2000, ou un voyage post-congrès amènera un groupe dans le Berry du 21 au 25 juillet 2000. Pour davantage de renseignements, consultez le site Web de l'AATF [<http://aatf.utsa.edu/>] ou demandez les dépliant aux coordonnées indiquées ci-dessus.

CLASSROOM ACTIVITY

ON PRÉSENTE PARIS!

For this assignment, you will work with a partner to first create a “fact sheet” for a monument in Paris (see the list below). Then you and your partner will play the role of tour guides in Paris, giving directions to your monument and a brief tour.¹ Each group will describe a different monument. Your work will be evaluated on the basis of the following criteria:

Fact Sheet

- | | | |
|-----------------|---|---------|
| 1) Completeness | —all requested information is supplied | 10 pts. |
| 2) Accuracy | —information is up-to-date and accurate | 10 pts. |
| 3) Presentation | —information is well-written, presented in typed form, with appropriate sources | 6 pts. |

Tour guide role

- | | | |
|---------------|--|---------|
| 1) Directions | —directions are clear, easy-to-follow, and appropriate | 12 pts. |
| 2) Tour | —You should plan to bring clear visual aids for your presentation—photos, slides, posters, etc. Prepare to give a brief, but interesting “tour” of your monument | 12 pts. |

Along with your assignment, you should submit a brief description of how the work was divided between you and your partner.

On the next page, you will find a sample fact sheet for the *métro* system in Paris. Your instructor will also demonstrate the role of tour guide before the date of your presentations.

On your fact sheet, you should provide general information under the following headings:

- 1) LOCATION: Where is the monument located in Paris? On which street(s)? In which *arrondissement*? What is it near?
- 2) HISTORY: When was it designed/built? By whom? For what purpose? What is its historical significant?
- 3) CURRENT USES: What is the modern day significance of the monument? What are its modern day uses? Does it serve the same purpose as when it was originally built?
- 4) RESOURCES: Give a full bibliographic reference for at least two resources for learning more about this monument (NOT an encyclopedia! Web pages and CD-ROMs are appropriate, but you must use more than one source.)

Your fact sheet should be one page in length and single-spaced. When referring to your monument, please use the French spelling, placed in italics or quotation marks. During your presentation use the French pronunciation of your monument.

List of monuments in Paris (if you would like to do research on a monument not listed below, please consult with your instructor):

- | | |
|-----------------------------------|----------------------------|
| 1. l'Arc de Triomphe | 10. le Moulin Rouge |
| 2. le Centre Pompidou (Beaubourg) | 11. le Musée d'Orsay |
| 3. les Champs-Élysées | 12. Notre-Dame de Paris |
| 4. le Cimetière du Père Lachaise | 13. l'Obélisque de Louksor |
| 5. la Conciergerie | 14. le Panthéon |
| 6. les Invalides | 15. le Pont-Neuf |
| 7. les Jardins des Tuileries | 16. le Sacré-Cœur |
| 8. le Louvre | 17. la Sorbonne |
| 9. Montmartre | 18. la Tour Eiffel |

LE MÉTRO

LOCATION

Although not technically a "monument," the *métro*, short for *métropolitain*, is certainly one of the most well known features of Paris. With 429 stations named after battlefields, revolutionaries, poets, and scientists to cite just a few categories, no point in the capital is more than 500 meters from a *bouche de métro* (a *métro* entrance/exit). Most of the 295 kilometers of track for the *métro* are located underground. However, the entire system is not subterranean; the station *Barbès-Rochecouart*, for example, near *Sacré-Cœur* in the 18th *arrondissement*, is an elevated station which affords a view of its surroundings.

HISTORY

The first line of the *métro*, designed as a public transportation system by the engineer Fulgence Bienvenüe, was opened on July 19, 1900. It took travelers from the *Porte de Vincennes* to the *Porte Maillot* on the Right Bank. In that same year, the architect Hector Guimard designed whimsical *métro* entrance-ways in what became known as the *Art Nouveau* or "noodle" style. These entrance-ways, made of wrought iron, have a floral theme and are characterized by their curved design. They figure prominently in many films made in Paris because they are unique to this city. Indeed, the *métro* has been a prominent setting in many French films and is the scene of many tales, both gruesome and amusing, fact and fiction. For example, there is the tale of the general who met his end when his beard became trapped in the *métro's* automatic doors, or the madwoman who sits on the platform "directing" the trains, or the commuters, stranded by one of the many transportation strikes, who marched down the railways lynching *métro* staff. Despite these tales the *métro* since its inauguration has remained a relatively safe and hospitable place.

CURRENT USES

The *métro* has undergone constant modernization over the course of this century so that it may continue to serve its initial commuter transportation purpose among an ever-growing population. Today the *métro* serves approximately 5.5 million commuters each day and employs approximately 15,000 Parisians. With 3,500 cars in service, during rush hour a commuter never needs to wait more than 2 minutes for a train. The underground corridors of the *métro* also serve as a stage for many musicians soliciting donations. Some *métro* stations are veritable subterranean markets with vendors selling flowers, jewelry, and food. According to David Applefield, although "at times it gets a bit overcrowded, odoriferous, noisy, and confused," nevertheless "you can get nearly everywhere in a relatively short period of time for a reasonable price in relative safety and security on the Paris *Métro*."

RESOURCES

Applefield, David. 1994. *Paris Inside Out: The Insider's Guide for Visitors, Residents, Professionals & Students on Living in Paris*. Paris: Parigramme.

Michelin Tourist Guide: Paris, 5th Ed. 1985. London: Michelin Tyre Company.

Osborne, Lawrence. 1995. "Métro Metaphysics." In J. O'Reilly, L. Habegger & S. O'Reilly, Eds., *Travelers' Tales: France*. San Francisco, CA: O'Reilly & Associates, Inc.

FACT SHEET PREPARED BY:

Dr. Sarah Jourdain
University of Louisville

¹Each of these activities can be done in French or in English as the level of the students permits.

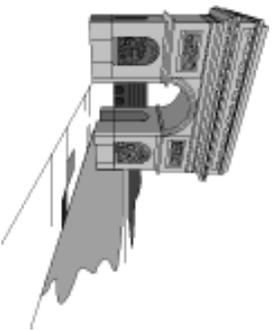
THREE WAYS TO HELP US HELP YOU

1. Contact the publicity co-chairs if you have a personal and/or professional contact with an individual at a national magazine, a national television station, an international or national corporation.
2. Contact your regional representative if you have a personal and/or professional contact in the governor's office, mayor's office, or other political figures.
3. Send copies of media publicity to your regional representatives.

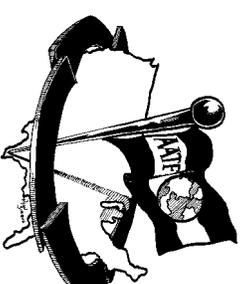
Publicity Committee Co-Chairpersons:

Diana Regan
411 Dartmouth Road
Bryn Mawr, PA 19010
Tel: (610) 527-7932
dregan@mail.phila.k12.pa.us

Vincent Morrisette
845 Taylor Street, Apt. 3
Monterey, CA 93940
Tel: (831) 372-2253
gvincent@mbay.net



***Bring the world
of French to your door!
Participate in
National French Week***



ADVERTISE, PUBLICIZE, PROPAGANDIZE NATIONAL FRENCH WEEK

Open your classroom to the world!

As professionals, we need to adopt a more visible and assertive public stance with regard to the language and culture we teach. We must attract students, parents, counselors, school administrators, and elected officials to the notion that French is a worthwhile and a vital area of study in today's political, scientific, and business world.

Get involved with your community!

Get your community involved with your classroom!

1. Take French out of the classroom.
2. Involve your students in promoting French.
3. Invite parents, counselors, administrators, school board members, journalists, and local politicians to observe your students at work and, more importantly, to participate in National French Week activities.
4. Publicize before, during, and after the events that you organize.
5. Convey to the public why it is fun, useful, exciting, rewarding, romantic to learn French.



NINE PUBLIC RELATIONS PRINCIPLES

1. Use personal contacts whenever possible.
2. Involve parents, administrators, school board members, guidance counselors, elected officials, etc.
3. Network with other French organizations in your area: the *Alliance Française*, the French schools, local colleges and universities, state language organizations, French government offices, the local French-American Chamber of Commerce, Quebec government offices, etc.
4. Consider publicizing everything you do, such as
 - festivals
 - food fairs/dinners
 - performances (guest or students)
 - contests
 - class trips
5. Publicize events in newsletters, flyers, school newspaper and yearbook, and on the school public address system.
6. Contact local merchants who deal with French products.
7. Keep in touch with the community newspaper and with other local media...the earlier, the better!
 - **Newsaper:** send at least three periodic press releases before, during, and after the event with photos of students whenever possible.
 - **Local radio and television stations:** consider student performances, interviews, AATF videos on public access TV. Contact local television stations to cover events.
 - **Internet:** create a Web page and propose Web page links.
8. Display student projects, activities, and events in prominent areas of your school and community.
9. Create a practical time line. FOLLOW UP on everything you do.

Thank you's promote follow-up coverage.

NFW PUBLICITY ITEMS

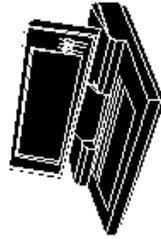
- large and small AATF promotional posters in color
- an NFW flyer which can be duplicated
- stickers, bumper stickers, pencils, balloons, buttons
- a sample proclamation for the mayor or governor
- sample press releases

...and MUCH MORE!!!

Check the May issue of the National Bulletin

For more ways to publicize French in your schools and community...

Check us out on the Web!



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ATTENTION: PRÉSIDENTS DES CHAPITRES ET PROFESSEURS RETRAITÉS

Notre but est d'attirer votre attention sur un article du *National Bulletin* du mois d'avril 1999 (p. 8) sur le programme des Ambassadeurs, ou, comme dirait Polly Platt: "Excusez-nous de vous déranger, mais nous avons un petit problème."

Jeanne: — Eh bien, Bénédicte! Pourquoi avons-nous besoin d'Ambassadeurs?

Bénédicte: — L'union fait la force. Aujourd'hui l'enseignement du français est en danger ainsi que les enseignants eux-mêmes. Le professeur qui se retrouve souvent seul dans son lycée avec de moins en moins d'élèves mais de plus en plus de préparations différentes, démoralisé et fatigué d'être un "âne chargé de livres," il prend sa retraite plus tôt que prévu. Alors, arrive le jeune remplaçant qui a besoin de direction, mais il n'y a personne pour le guider. Vite découragé, celui-ci risque d'abandonner l'enseignement du français pour chercher un emploi plus facile et surtout, plus lucratif.

J. — Que faire alors?

B. — Ne vaut-il pas mieux passer le flambeau que de le reléguer au royaume des oubliettes? L'encyclopédie ambulante qu'est ce vieux professeur va-t-elle être fermée à jamais?

J. — Non, non et NON!

B. — Mais alors, qu'est-ce que nous pouvons faire, Jeanne?

J. — Oui, comment "séduire" ce professeur expérimenté pour l'encourager à retourner dans la salle de classe de temps en temps afin de partager ses connaissances avec le nouveau prof? Après tout, il est à la retraite. S'il va faire un sacrifice, on devrait le récompenser ou au moins reconnaître son mérite de quelques façons. Plusieurs choses pourraient être faites au niveau de l'état ou au niveau national.

B. — Quoi, par exemple?

J. — Eh bien, lors de la réunion annuelle, le président du chapitre pourrait offrir une médaille, une plaque commémorative, voire même une bourse au professeur à la retraite qui aura donné le plus de ses "lumières" en passant le flambeau. On pourrait aussi lui donner une adhésion ès-qualité à vie. Ses contributions et son expérience valent beaucoup plus que son argent. On pourrait honorer de la même façon un de ces professeurs à la réunion nationale.

B. — Très bien, mais qui va s'occuper de tout cela?

J. — Ah, ça, c'est toujours la même question, parce que c'est là où nous en sommes. Et, c'est à vous, présidents de chapitres, de jouer. Parce que Joanna Crane, qui vous a

demandé de lui faire parvenir le nom d'une personne pour représenter votre état, n'a reçu que quelques réponses. Faute de consensus, ne vaudrait-il pas mieux que chaque état s'organise pour utiliser et récompenser les ressources que ces professeurs, nouveaux retraités, pourraient offrir aux jeunes?

B. — Donc, si je comprends bien, l'idée du programme est lancée mais c'est à vous, présidents des chapitres, de l'accepter ou de la rejeter, de l'organiser ou de le faire organiser en envoyant à Joanna les noms des représentants. C'est à vous de jouer.

J. — On passe le flambeau ou on le laisse s'éteindre. Quel sera votre bon plaisir?

Jeanne Classé

The Altamont School (AL)

Bénédicte Retrou-Weissman

The Montgomery Academy (AL)

WORKSHOP IN ST. LOUIS ATTRACTS PRESENT AND FUTURE LEADERS

Thanks to funding from the French Cultural Services, a group of AATF Chapter Officers met following the convention in St. Louis to focus on developing leadership skills through presentations, networking, and collaboration. Representatives from thirteen chapters along with eight facilitators met for a day and a half to discuss ways to promote French, organize meaningful chapter activities, and develop a plan of action for National French Week (Nov. 4-10, 1999). Participants all agreed to share their experience in a formal way with other chapter members and to organize within their chapter at least two promotional activities in the next 18 months.

Presenters included Gladys Lipton, President; Jayne Abrate, AATF Executive Director; Mary Jo Netherton, Region VI Representative and Chair of the AATF Commission on Community Colleges; Nancy J. Gadbois, 1998 AATF Secondary Teacher of the Year, Marie-Christine Koop, Vice-President and Co-Chair of the AATF Commission

on Cultural Competence, Lee Bradley, Region V Representative, Lena Lucietto, Co-Chair of the AATF FLES* Commission, Barbara Ransford, Arkansas Chapter President and 1998 participant. They spoke to the participants on topics ranging from motivating others, organizational skills, promoting French at all levels, to public relations.

Ample time for sharing ideas and brainstorming was provided, and participants left the workshop feeling renewed enthusiasm for the task in front of them. Participants included Brenda Benzin (Western New York Chapter); Mary Cleveland Bollinger (Philadelphia Chapter), Joan Chardkoff (Louisiana Chapter), Jeanne Classé (Alabama Chapter), Leila S. Falt (Alabama Chapter), Jane Black Goepper (OH), Theresa Law (West Virginia Chapter), Sylvia Mawhee (North Texas Chapter), Nancy McElveen (North Carolina Chapter) Christina Popowski (Chicago/Northern Illinois Chapter), Bénédicte Retrou-Weissman (Alabama Chapter). The AATF would like to thank all those involved in this workshop and thank the French Cultural Services for their support of this important initiative. We hope to be able to repeat this workshop at future conventions.

**Don't forget to celebrate
National French Week:
La Semaine du Français,
November 4-10, 1999.**

**Contact your chapter officers
or colleagues to help
organize activities or
plan your own.**

It's not too late!

**Leave the classroom and
show the public what French
is all about!**

Check out the AATF Web..

<http://aatf.utsa.edu/>

Commission for the Promotion of French Hotline:

<http://aatf.utsa.edu/hotline/>

A New *French Review* Web site:

http://www.montana.edu/wwwaatf/french_review/

JNCL-NCLIS DELEGATE ASSEMBLY RECOMMENDATIONS REGARDING THE ELEMENTARY AND SECONDARY EDUCATION ACT

Congress is preparing to reauthorize the Elementary and Secondary Education Act (ESEA). The Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS) Delegate Assembly has proposed focusing our lobbying efforts on several aspects of this act which are of particular concern to foreign language teachers. These include professional development and bilingual education and foreign language assistance. The following recommendations came out of deliberations held during the Delegate Assembly last May. Many of them reflect not only professional concerns but national trends as well as political biases with which we must deal.

TITLE II: PROFESSIONAL DEVELOPMENT

- Needs to address language-specific professional development including contact with the target language and culture, language-specific pedagogy (particularly for the Less Commonly Taught Languages), and instruction in the target language.
- Improve opportunities for articulation and collaboration between Institutes of Higher Education, State Education Agencies (SEA), Local Education Agencies (LEA), and the schools. Role of professional organizations needs enhanced. Develop curricular goals and frameworks for K-12, K-14, K-16.
- Develop accountability plan(s) using baseline data, classroom research, models from the Language Resource Centers. Address student achievement, program improvement and teacher incentives.
- Student standards should reflect the five goal areas and emphasize connections.
- Teacher standards should address the five core principles and recognize the role of teacher as advocate.
- Technology in the service of professional development needs to demonstrate how it can be integrated into instruction and customized for languages.
- The Eisenhower program should specify foreign languages and state a percentage of funds. Preservice and TAs need to be addressed. Professional organizations need support for sustained models and incentives should be provided for teachers who REALLY need it.

TITLE VII: BILINGUAL EDUCATION AND FOREIGN LANGUAGE ASSISTANCE

- The importance of accountability provisions and the need to address them must be considered. JNCL-NCLIS needs to facilitate professional unity and the search for commonalities among

bilingual education, ESL, and foreign languages. This includes addressing the role of Title I.

- Professional development should overlap with Title II, address high standards for bilingual and ESL teachers, as well as addressing preservice recruitment.
- There needs to be a general education requirement to help all teachers deal with Limited English Proficient students. JNCL-NCLIS should encourage this to be considered in Title II.
- Access to Title VII funds needs to be broadened to include districts that haven't received assistance before. (If Title I is not available, should Title VII be used for basic services?)
- Regarding accountability, progress should be measured in languages other than English and in content areas aligned with the curriculum.
- In the Foreign Language Assistance Program (FLAP), we should consider recommending a sliding scale for the matching provision based on the applicant's ability to match.
- Recommend a significantly increased appropriation.
- The Less Commonly Taught Languages should be given priority and FLAP should specifically state the importance of learning all languages in well-articulated sequences.
- The separation between SEAs and LEAs should be maintained with the SEAs responsible for general support and the LEAs using seed money for new programs. Priority should be given to evidence of consultation with the SEA.
- Professional development opportunities for elementary language teachers need to be available.
- JNCL-NCLIS should consider the implications of moving FLAP to Title X.

TITLE X: PROGRAMS OF NATIONAL SIGNIFICANCE

- Support moving FLAP to Title X if this provides more visibility for and emphasis on foreign languages as the Administration claims. FLAP should be listed among the first "Parts," preferably Part A.
- Findings should reflect the idea of English plus another language in order to complement Secretary Riley's "two languages" concept.
- Ensure that throughout Title X and the ESEA, foreign languages are specifically included in any mention of the "Core Content Areas."
- Charter schools may provide opportunities for some of the small heritage language schools and for the develop-

ment of international schools. NCLIS needs to find and provide models on our Web site as well as places to find help and support from the community and organizations.

- Regarding Charter schools, issues of teacher quality are of paramount importance.
- The 21st Century Learning Centers need to include foreign languages in their after school programs.
- Part I should include in its *Findings*, "communicative competence for all students in a language in addition to English" and in its *Uses* add the term "second language."

TWO WAYS TO BECOME MORE INFORMED ON QUEBEC

How much do you know about Quebec? North American by geography, French in its origins and culture, British in its political institutions, and increasingly cosmopolitan as a result of recent immigration from around the world, Quebec is home to some 7 million (overwhelmingly French-speaking) inhabitants who have created a lively, diverse, and utterly unique society.

Two publications are available to help Americans learn more about their neighbors to the north. *Quebec Update* is an 8-page illustrated monthly newsletter containing Quebec-oriented news, profiles and event information—including a cultural calendar listing appearances by Quebec performers and artists across the U.S. It's must-reading for anybody who follows Canada or the French-speaking world.

Or perhaps you'd like to get inside the heads of Quebecers, find out what they're talking about. Then subscribe to *Quebec Press Review*, a fortnightly 15-page survey of news and commentary from the Quebec media on politics, business and society in Quebec and Canada—all expertly translated into English and delivered to subscribers via e-mail (in MS Word or plain text format).

What is best, both are free. These publications are produced by Quebec's New York City delegation, one of five Quebec offices in the United States that help Americans learn more about Canada's largest province and the biggest French-speaking society in North America.

To subscribe to either publication, contact: Jonathan Huneke, Quebec Government House, One Rockefeller Plaza, 26th Floor, New York, NY 10020; Fax: (212) 757-4753; E-mail: [\[jonathan.huneke@mri.gouv.qc.ca\]](mailto:jonathan.huneke@mri.gouv.qc.ca).

CALL FOR PRESENTATIONS
73rd Annual Meeting American Association of Teachers of French
July 17-20, 2000, Palais des Congrès, Paris, France
"Le Français: un pari sur l'avenir"

- This completed application must be postmarked by **November 1, 1999**.
 - You will be notified by February 1, 2000 if your proposal has been accepted.
 - All presentations are to be given as lectures or talks, not simply read aloud. Audience interactions are strongly encouraged.
 - If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs.
 - Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
 - Send *five* copies (Do not fax or e-mail) to **Dr. Gladys Lipton, UMBC-MLL, Acad. IV-146, Baltimore, MD 21250**.
 - Inquiries only: FAX 301-230-2652; E-MAIL: lipton@umbc2.umbc.edu
- PLEASE TYPE ALL INFORMATION.

Name: _____ Co-Presenter(s): _____

School Affiliation (to appear in program): _____

Addresses (indicate preferred mailing address):

Work: _____

Phone: _____ Fax: _____

E-mail: _____

Home: _____

Phone: _____ Fax: _____

E-mail: _____

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

Title of Presentation: _____

Anticipated Audience:

FLES* Middle School High School University All

Length of Presentation: 30 min. 75 min. 3 hrs. Other _____

Audio-visual needs: Overhead projector Slide projector Audio cassette player

VCR/Monitor* Computer* Other (Please specify.) _____

***AV equipment will be very expensive to obtain. Please limit your requests to items you absolutely need. Requests for more expensive equipment (VCR/computer/other) will require payment of a fee. Please refer inquiries to Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu**

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

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee.

Include (a) content, (b) procedures, and (c) benefits to audience.

Date: _____ Signature: _____

STUDENTS MADE CRÊPES, DANCED, PLAYED SPORTS AND GAMES, AND ACTED "EN FRANÇAIS"



The ninth and tenth grade students of the new high school at the northernmost end of Dade County (FL) have completed their first year at Dr. Michael Krop High. The French program started with three first-year, two second-year, and one combined third- and fourth-year classes. With my colleague Georges Lesperance's support, I decided to offer our students the opportunity to use the language skills they had acquired in the classroom in a fun and authentic context. Other French-speaking staff members were invited to help implement activities on Saturday, May 15. Physical trainer Lionel Leger taught students the game of *pétanque* (game lent by the *Alliance Française* of Miami). Mr. Lesperance refereed a heated game of handball. Ms. Toussaint gave a dance workshop.

French-Spanish teacher Phyllis Blanco and our own FLTDC president were in charge of games. Former students M. Nissenberg, Yona Wiszniak, and my own son Sasha helped in all activities and were responsible for distributing stickers to those students who showed the most effort in speaking French. In addition, several Francophone parents and community members assisted with such things as food preparation and distribution as well as student supervision. Chef Philippe Serres from the former "Chez Philippe," who is the father of one of my students, shared his own recipe for *crêpe Suzette* with us in a dramatic and lively manner. We all got the chance to flip some *crêpes* the old-fashioned way.

The day which had begun with a French breakfast in a corner of the school cafeteria temporarily turned into a French Bistro complete with menu, checkered tablecloths, posters, and student productions, continued with sports, cooking, and, of course, a French lunch featuring *quiches*, French Brie cheese, sandwiches made with fresh *baguettes* from La Baguette Bakery, assorted pastries, all of these accompanied by Orangina and Évian. The afternoon flew by as students

played French Monopoly and other French board games while others learned dance steps and vocabulary. Finally, the time had arrived to report to the auditorium for a mini-rehearsal of the skits and songs which had been prepared to entertain the students' families. Every class and every level performed at least one act. In addition, various students dressed as and presented highlights of the lives of famous French personages such as Édith Piaf, Zinedine Zidane, Marie Curie, etc. The audience was involved and asked to guess who the famous person



was for a small prize. After this amazing display of talent and linguistic skills, prizes were awarded to all participants as the level of participation on everyone's part had been so great as to make it impossible to identify only a few.

The level of energy, enthusiasm, and good humor among the 50 students who participated in this Immersion Day was absolutely fantastic. The commitment and support of a network of school and community volunteers were essential in realizing this gratifying project. A mini-grant from the AATF made all this possible at a cost of only \$5 per student.

Éliane Kurbegov
Dr. Michael Krop High School
Miami, FL

FRENCH COOKBOOK: A CULTURAL EXPERIENCE

Is it possible for a cookbook to be a cultural experience? It is if we look at Monique Jamet Hooker's *Cooking with the Seasons*. Mme Hooker is well-known in Chicago for her restaurants and as a cooking-school chef. Her past expertise includes being owner/chef of Monique's Café and Monique's French Cuisine and Food Styling. Additional credits include experience as a lecturer, demonstrator, instructor at the Cooking and Hospitality Institute of Chicago (CHIC), at Kendall College Culinary School, Evanston, and at the Cooking Academy of Chicago. But it is not her experience as a chef or in restaurant management nor the experience, enthusiasm, and humor she brings to her lectures and demonstrations (she has done at least two programs for the Chicago/Northern Illinois AATF Chapter) which is of interest here. It is the short articles and pictures which she includes in *Cooking with the Seasons* and her comments about the recipes themselves which make this cookbook a piece of cultural history. Her own heritage is a childhood spent at Manoir de Kerbiquet, a 17th century *château*-farm in Brittany, with her parents, three brothers, and six sisters. To explore the concept of seasonal cooking, Monique Hooker has divided her book into twelve chapters—one for each month. The introduction to each month (chapter) includes anecdotes and memories about the month or season in Brittany. The recipes are based on the regional specialties available at the particular time of year with adaptations for the Midwest (Chicago) where Mme Hooker makes her home. "The pleasures of cooking and eating foods seasonally, with family and friends, are rarely practiced in our prepackaged, hurry-up world," says Mme Hooker in the introduction. Her book encourages these pleasures—even if only once a month—for she suggests a special menu for each month. Some are particularly French, such as a Harvest Dinner (September), while others are more universal: an Easter Dinner (April), a Bridal Dinner (June), a Christmas Celebration; others are specifically American: Fourth of July Picnic or a Trick-or-Treat Supper. But each monthly anecdote is preceded by a picture of the Jamet family at work or at leisure in their native Brittany with comments on the activities of the seasons. For example, the first chapter is "April"—a time of renewal and revitalization—which includes an Easter dinner. In "June" we see a picture of a typical Breton wedding in the 1930s for 1800 friends and relatives, all in Breton costume. (continued on p. 44)

NEW! AATF PROMOTIONAL FLYER



Why Learn French?

Attractive blue/green flyer highlights business and career reasons for studying French.

- ◆ French means Business!
- ◆ French means Jobs!
- ◆ French means World Travel!
- ◆ French means Global Communication
- ◆ *Le français, c'est pratique!*

These flyers are available in quantity for 10 cents/copy or \$10.00 per hundred. The cost of producing and mailing these flyers to our members who request them is partially subsidized by the AATF. Larger orders 20 cents/copy. A sample copy is available upon request.

_____ Why Learn French flyers x 10 cents each = Total amount for flyers _____

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 36. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Le Français m'ouvre le monde*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*

_____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)

- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)

_____ *Le Français m'ouvre le monde*

_____ *Forward with French*

_____ *Allons en France*

- one AATF guide or FLES* report (Please indicate your choice; select only one.)

_____ *Guide to Support from Embassies*

_____ *Travel Guide*

_____ FLES* report (See page 36 for descriptions and titles; specify by year.)

- promotional items (Select only one.)

_____ 25 *Le Français en Amérique du Nord* notepads

_____ 25 *Forward with French* Bic pens

Total (\$50 per kit): _____

This entire kit is available for \$50 (postpaid). This represents a 15% savings over ordering the items individually. Payment accepted by check or school purchase order.

Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;
Fax: (618) 453-5733.

Name : _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

TEACHING FRENCH VIA LONG-DISTANCE LEARNING: HOW TO TEACH STUDENTS IN TWO LOCATIONS AT THE SAME TIME

I was asked to teach a "long-distance learning" class for one of my French III classes this past school year. Long-distance learning is one of the buzz words for the new millennium. "Technology and the Classroom" is always a hit with principals and the public relations department of every district. I had no choice but to say yes enthusiastically.

Long-distance learning means that there are students seated in front of the teacher as usual plus additional students in another classroom at a different school; they are connected to each other via huge television screens. In my case, the other school is another high school in our district. The teacher has a monster computer at her desk and must control the cameras and the sound. Each classroom has four television sets: two in the front of the classroom (for the students) and two in the back of the classroom (for the teacher). One television set in each pair displays each site.

I had to be trained on this specific equipment and I had to practice before I felt comfortable enough to teach the class. I felt a tremendous desire to make certain that this brand new technology did not get in the way of the curriculum. Technology must enhance, not detract from the subject being taught.

The technology support team at my school is extraordinary. Without their help the class would have flopped. I purposely stayed away from the repairs and maintenance of the equipment. I wanted to keep my allegiance tied to the students; a traditional, old-fashioned thought process perhaps, but I felt the loyalty was necessary in this inaugural year of long-distance teaching at my high school.

College classes taught via long-distance learning have been popular for quite some time. Teaching long-distance at the high school level is relatively new. I felt the need to meet my students at the far end. Luckily for me the distance was only 17 miles. I made a special point to meet the students before school started in the fall and to give them a pretest. This helped me assess the students' ability and background. The students were relieved and appreciative to meet their teacher in person. I try to travel to the other site at least once a month. I alternate between sites whenever there is a test or a big project.

Teaching via long-distance learning is here for all of us to enjoy and to try. My experience was positive and enlightening. The students became friends and sought out each other outside of the classroom.

The curriculum flourished and was bright and shiny because of the new technology. If your principal approaches you to teach a long-distance class, give an emphatic, "*Oui, bien sûr!*"

Paula Gyllenborg
Lutheran High School South
St. Louis, MO

LE FRANÇAIS DANS LE MONDE

Né en 1961 d'une volonté politique et d'un partenariat entre le service public et le secteur privé, *Le français dans le monde* fut conçu pour être un outil d'accompagnement, de diffusion et de formation pour une politique linguistique qui avait placé le renouvellement des enseignements de notre langue au centre de ses préoccupations.

Destiné à tous ceux qui ont pour tâche de faire connaître la langue et la culture française dans le monde, qu'ils soient étranger ou français, qu'ils exercent dans les universités, les établissements primaires, secondaires et techniques étrangers, dans les écoles, lycées et collèges français à l'étranger, ou encore les centres culturels et les instituts français, *Le français dans le monde* était avant tout une revue d'information, de documentation et de liaison.

Quarante ans après, l'aventure du *Français dans le monde* continue grâce à la volonté du ministère des Affaires étrangères, au soutien du Ministère délégué à la coopération et à la francophonie, à la participation du ministère de l'Éducation nationale, et enfin, grâce à l'engagement de son éditeur, Hachette.

Fidèle à son statut originel «d'instrument privilégié de la diffusion du français», le nouveau *Français dans le monde* innove et s'adapte au monde actuel, associant l'écrit et l'internet. Ce renouveau passe ainsi par la fusion de deux revues, *Le français dans le monde* et *Diagonales* (créée en 1987 avec l'idée de faire une revue de référence de la francophonie linguistique, culturelle et éducative), et par la création du site web du *Français dans le monde*, véritable pôle interactif au service des enseignants et des étudiants du monde entier.

Le français dans le monde est, plus que jamais, un véritable outil de formation. Il entend montrer que l'enseignement et l'apprentissage du français sont motivés par le fait qu'il est une des grandes langues de la communication internationale qui rapproche les hommes et les cultures, favorise la mobilité réelle et virtuelle,

participe à la promotion sociale, développe enfin la citoyenneté. La revue prend ainsi compte de la vie de la langue, du travail des associations, des initiatives des institutions; elle analyse les enjeux liés à l'émergence de la société de l'information et de la communication.

Il est aussi le reflet d'une langue et d'une culture qui est un des vecteurs majeurs de la modernité par les courants de pensée qu'elle suscite, les changements de société qu'elle illustre, les personnalités qui l'expriment. Il présente l'état actuel des recherches, des publications, des outils du domaine de la didactique des langues.

Avec un CD audio, nouveau support de Fréquence FDM offert 2 fois par an, et deux numéros annuels de la collection **Recherches et Applications**, le nouveau *Français dans le monde* entend continuer à être l'outil incontournable pour tous ceux qui s'intéressent à l'actualité du français et de la francophonie.

Pour vous abonner il y a deux formules. Les membres de l'AATF peuvent bénéficier d'une réduction valable jusqu'au **31 décembre 1999**.

— **Performance** = 1 an, 63\$ au lieu du tarif normal de 79\$ (6 numéros + 2 CD Fréquence FDM)

— **Référence** = 1 an, 72% au lieu du tarif normal de 94\$ (6 numéros du FDM + 2 CD Fréquence FDM + 2 numéros de la collection **Recherches et Applications**. Adressez-vous à Jean-François Charlier, Responsable de la diffusion, 58, rue Jean-Bleuzen, F-92178 VANVES CEDEX; Tél: 33-1-41-23-61-48; Fax: 33-1-40-95-19-75; Mél: [fdm.charlier@wanadoo.fr].

INTERACTIVE REVIEWS FOR THE FRENCH REVIEW

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

MOTS CHASSÉS:

Batterie d'exercices sur l'article "La Vie des mots" paru dans la *French Review* de février 1999, Vol. 72:3.

- 1) Vrai ou faux?
 - a) La lyonnaise de communication est une entreprise de construction.
 - b) Le numérique est démodé.
 - c) Vichy est une grande station thermale au cœur de la France.
 - d) Le verbe générer prend le pas sur le verbe causer.
 - e) Le Câble commercialise environ 27 chaînes en France.
 - f) Il faut une parabole quand on a le câble.
 - g) La météo est présentée en «prime time» vers huit heures du soir avant les informations.
 - h) Le cryptage est une opération dans la production de programmes de TV.
- 2) Utilisez les verbes de la liste ci-dessous au temps et à la forme qui conviennent dans les phrases données: passer, transmettre, amortir, acheminer, recevoir, régler, cibler.
 - a) Hier, je _____ un ordre d'achat par câble.
 - b) La chaîne Arte _____ un public plus difficile.
 - c) Nous _____ en deux ans le coût de ce poste de TV.
 - d) Toutes les factures _____ par moi la semaine dernière.
 - e) Pouvez-vous me dire comment _____ les programmes de TV numérique?
 - f) Je _____ mal les chaînes espagnoles.
 - g) Les Oscars ne _____ qu'en partie par la TV française.
- 3) Mettez l'article défini ou indéfini selon le sens de la phrase.
 - a) Ce film a _____ impact très fort sur les jeunes.
 - b) À quelle heure regardez-vous _____ météo?
 - c) Être "nominé" est _____ perversion langagière.
 - d) _____ numérique est une grande révolution technologique.
 - e) Canal Plus est _____ chaîne cryptée.
- 4) Reliez les deux propositions en utilisant une conjonction choisie parmi les suivantes (Attention aux changements de temps et/ou de mode.): bien que, alors que, tandis que, quand, à moins que, si bien que.
 - a) La TV à la carte sera plus chère. Les taxes seront diminuées.
 - b) J'ai une télécommande. Je ne bouge plus de mon fauteuil pour changer de chaîne.
 - c) J'aime le numérique. Je n'ai pas envie d'acheter un décodeur.
 - d) Les gens plus âgés disent «satisfaisant», «rassurant». Les plus jeunes disent «gratifiant», «sécurisant».
 - e) On a le numérique. On pourra faire du shopping en chambre.
 - f) Vichy nous offre des «incentives de qualité». Vittel en offre de moins bons.

Le corrigé de ces exercices se trouve à la page 48 de ce numéro du *National Bulletin*. Le corrigé des "Mots chassés" du *National Bulletin* d'avril 1999 se trouvera dans le numéro de novembre.

Colette Dio
Nancy, France

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REPORTS OF THE AATF FLES* COMMISSION

1. **NEW!** *The FLES* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
2. *Attracting French FLES* Students.* Gladys Lipton, Editor, 1996. \$9.00.
3. *Reaching All FLES* Students.* Gladys Lipton, Editor, 1995. \$9.00
4. *FLES* Methodology I.* Gladys Lipton, Editor, 1994, \$9.00.
5. *Expanding FLES* Horizons.* Gladys Lipton, Editor, 1993. \$9.00.
6. *Evaluating FLES* Programs.* Gladys Lipton, Editor, 1992, \$9.00.
7. *Implementing FLES* Programs.* Gladys Lipton, Editor. 1991. \$8.00,
8. *Innovations in FLES* Programs.* Gladys Lipton, Editor. 1990. \$8.00.
9. *The People Factor in FLES* Programs.* Gladys Lipton, Editor. 1989. \$8.00.
10. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. 1988. \$7.50.

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

For information on ordering the AATF Promotional Kit, see page 33, and to order National French Week promotional items (T-shirts, posters, pencils, balloons, buttons, bumper stickers), see page 37.

ORDER FORM FOR NATIONAL FRENCH WEEK PROMOTIONAL ITEMS

The following items are available from National Headquarters at cost for distributing to guests, promoting National French Week, and advertising your celebration. All prices for promotional items include shipping.

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Pencils: La Semaine du Français: du 4 au 10 novembre [4 for \$1]	_____	_____
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VIVE LE FRANÇAIS: STRATEGIES FOR RECRUITING AND RETAINING STUDENTS IN FRENCH CLASSES*

INTRODUCTION

Although recent surveys (ACTFL 1994; AATF 1994) show a decline nationwide in the number of students studying French at every level, there are nevertheless some French programs which are thriving (Koop 1995). The number one reason for the decrease in student enrollment in French, mentioned by 37% of the AATF survey respondents, was the "growing popularity of Spanish perceived as being more useful and easier" (AATF 1995:4). Therefore, any attempts to halt or reverse the trend of declining French enrollment must consider these perceptions. Further, if French teachers at all levels of instruction are to recruit and register students for their classes and retain them at advanced levels, then teachers must recognize the characteristics of outstanding programs (Sims and Hammond) and learn to implement features of the almost 20% of programs reported to have increasing enrollment (AATF 1995).

This article first presents the status of French study in the United States. Next, it examines and dispels the myth that Spanish is easier than French. It then presents evidence of the usefulness of French, not only in the business world but also in other fields such as science and math. Finally, the article details the most important strategies for recruiting and retaining students in upper levels of French, thereby providing teachers of French with the information they need to increase enrollment in their programs.

FRENCH ENROLLMENT—PAST, PRESENT, AND FUTURE (?)

Periodic surveys and tallies of public school enrollment nationwide in the various foreign languages have been carried out since the nineteenth century. A 1905 survey shows 10.1% of students studying French, none Spanish. By the mid-sixties, the percentages are almost even: 10.8% French; 12.3% Spanish. The most recent 1994 survey by American Council on the Teaching of Foreign Languages (ACTFL) (Draper and Hicks 1996) indicates that only 9.3% of students are enrolled in French, while 27.28% are in Spanish. It is evident that as more and more students are choosing a language, they are tending to choose Spanish rather than French or another language.

Another study which includes college- and university-level figures shows a much larger decrease in French enrollment. A relatively small but significant 1994 American Association of Teachers of French

(AATF) survey of teachers and administrators shows an overall decline in French enrollment. Over a 3-year period the decrease averaged 45.8%—almost a 50% decrease in students. The ratio of French to Spanish students is approximately 1 to 2.15, showing an imbalance similar to the 1 to 3 ratio of the ACTFL survey. And finally, as predicted from the AATF survey, "colleges and universities will soon feel the impact of this trend" (Koop 1995). The Modern Language Association (MLA) statistics show a 25% drop in post-secondary French enrollment (Valdman 1997).

As indicated in the Introduction, the major reason given for choosing Spanish by 37% of those who responded to the AATF survey is the perception that Spanish is both easier and more useful than French. There are a number of other reasons cited which are related to the choice of Spanish over French or other languages. Respondents commented that there is a decrease in the academic level of students and therefore little interest in French (AATF 1995: 5). It may be that these students are more interested in an "easier" language. It was noted that fewer students take French in high school (undoubtedly because they are taking Spanish), a fact which in turn has an impact on French enrollment in college (4, 14). Also mentioned was the perception that French is too hard and that there are scheduling problems (5, 14), not surprising if there are fewer French than Spanish sections from which to choose. At every level except elementary, from middle school/junior high school to university, the litany of reasons for the decrease in French enrollment goes on, invariably mentioning Spanish.

This influx of students into Spanish has obviously hurt French programs but has not always been positive for Spanish programs either. For instance, as enrollments in French decrease, more people, who may not be fully prepared or willing, are pressed into teaching Spanish. And larger Spanish classes may lead to lower proficiency (Walz et al. 1995b; Walz 1996). Spanish educators report a high dropout rate after the second year, in part due to the students' realization that Spanish is not so easy after all (Kraemer 1995; McKeithan 1997; Staley 1997).

In addition, the suggestions by respondents to the AATF survey (1995) for ways to promote French showed concern for portraying French as a valuable and important language, while recognizing the

status of Spanish:

- develop awareness on usefulness of French
- prepare a videotape of people using French on the job
- do not compete with Spanish
- make Spanish a requirement
- cut back bilingual education, which is always in Spanish
- dispel the idea that Spanish is the only foreign language
- advertise the importance of French in business and as a world language
- make available promotional materials on business and technological developments in French-speaking countries
- show the importance of French for the United States (GATT, NATO).

Interestingly, more than 20% of the respondents suggested developing awareness of the usefulness of French; only one percent of the respondents thought the myth that French is harder than Spanish should be dispelled (AATF 1995:5). Why? Do French teachers themselves believe the myth? Or do they not have the information to discredit the misperception?

AN AMERICAN URBAN LEGEND: "SPANISH IS EASIER"¹

When a group of French teachers was asked which statement was heard more, "French is harder" or "Spanish is easier," the overwhelming majority indicated the latter (Friedrich 1996). This myth,² which discourages students from taking French, must be dispelled. Having reached almost epic proportions or at least the status of an urban legend, what does this myth tell us?

In *The Vanishing Hitchhiker: American Urban Legends & Their Meanings*, folklorist Jan Brunvand explains that urban legends are an integral part of our culture and are believed by even the most sophisticated and well-educated folk of modern society (1981: xi). This traditional material is told "in the course of casual conversations" and in special situations such as "campfires, slumber parties, and college dormitory bull sessions" (4). They are unique, unselfconscious reflections of major concerns of individuals in the societies in which the legends circulate (xii), in this case, of students. We can ask ourselves "What are the concerns this myth reflects?"

If we think about the concerns of children, adolescents, young adults, their parents, and perhaps American society in general regarding education, we might see that many people want good grades, some

*This article is reprinted from *SCOLT Dimensions* 1997 with the permission of Lee Bradley.

do not want to work too hard, or be challenged too much, most do not want to fail or to be embarrassed.

Brunvand explains that urban legends “gratify our desire to know about and to try to understand bizarre, frightening, and potentially embarrassing events” (12). The prospect of studying a foreign language may indeed seem to hold the potential for “strange” experiences and embarrassment for some of our students.

According to Brunvand, we should ask who tells the stories, when, to whom, and why, to understand legends (15). “Spanish is easier” or “French is harder” is usually said by students to fellow students or to an advisor, with anxiety about, or fear of, a new situation, or at least lack of confidence about what to do (what language to take). French teachers and others would do well to address these concerns. One way we can do this is to dispel the myth and show our students that French is actually quite user-friendly.

FRENCH “MADE EASY”

Traditionally, advisors, counselors, and others have routed the better students to French (or German or Latin, if available), and the “weaker” ones to Spanish in the belief that it is an easy language (Granowitz 1994a; Mohanty 1994a; Staley 1997; St. John 1995; Williams 1994). When students of Spanish encounter the inevitable difficulties with the language, as noted earlier, they often feel betrayed, and remark, as one teacher put it, “Boy, if Spanish is easier than French, then French must be impossible!”

So, it is imperative that the French-is-harder myth be debunked. In fact, a recent series of letters to the editor and short articles appearing in the AATF *National Bulletin* have discussed the subject (Granowitz 1994a, b; Mohanty 1994a; Peche 1994a, 1996; St. John 1995; Williams 1994).³ Peche presents the most balanced, although brief, argument. He refers to the belief that Spanish is easier as “unfounded rhetoric.” Although this teacher of both French and Spanish avoids drawing clear conclusions, the chart he provides offers that opportunity to the reader. An abbreviated version of his chart follows:

This analysis would seem to indicate that

French is the easiest, followed by German, then Spanish. Spanish is shown to be the most difficult of these three commonly studied languages. This is information that we, as French teachers, need to share with students, parents, advisors, counselors, colleagues, and others who figure in the students’ decision about which language to take.

A closer look at why French is easier than Spanish may help in discussions with our students, colleagues, and others. How do we talk about one language as being easier or harder than another? First, we are talking about “easier,” (or “harder”) for the majority of our students who are native speakers of English. By “easier” we mean requiring less effort (Webster’s 1990), which is not to say that the study of any foreign language is not a discipline requiring considerable effort.

Languages have been classified according to the number of hours of training required for students to reach proficiency levels from 0 (lowest) to 3 (highest).⁴ For example, after 480 hours of training, a learner with average aptitude studying a Group I language (Romance and Germanic) would be expected to reach level 1+. The same learner studying a Group II language (e.g., Greek) would be at level 1; studying a Group III language (e.g., Hebrew) at level O+; and a Group IV language (e.g., Japanese) at level O+. Thus an English speaker requires less training (time and effort) to reach comparable levels of a Romance or Germanic language than to reach the same levels of other Indo-European or non-Indo-European languages.

So, the answer to the question about whether a language is easy or easier (requiring less time and effort) than another, or difficult or more difficult (requiring more time and effort) than another depends in part on how similar the target language is to the native language or other language the person, or student, already knows. To make the point in another way, consider an Italian woman. Would it be easier for her, assuming no prior knowledge of another language, to learn Spanish or Chinese? Obviously, she would learn Spanish more easily, with less time and effort.

Since the language our students know is

English, then we can first look at what we know about English, and then compare English to French, English to Spanish, and French to Spanish to see how French is easier.

FRENCH, THE USER-FRIENDLY LANGUAGE

Even though we may want to discuss what we know about English, it is, in fact, impossible to talk about the English language and its history without mentioning French. And that fact alone should give a clue as to which language is more similar to English.

English is an Indo-European Western Germanic language, like Dutch, Flemish, Afrikaans, Yiddish, Frisian, and Luxembourgian.⁵ The Norman Conquest of 1066 brought William the Conqueror and the French language to England, where French reigned as the language of the nobility and of the court and introduced thousands of new words into English in many lexical fields. French had a tremendous influence on English for between two and three hundred years. Some of the rulers did not even speak English—they were native speakers of French. Henry IV, who ascended the throne in 1399, was the first English king since the Norman Conquest whose native language was English and not French.

Apart from the enormous amount of English borrowings from French in the Middle Ages, English has continued to appropriate words and expressions from French since the Renaissance. There are considerable numbers of words in lexical fields such as cuisine and restaurant vocabulary, and political and social vocabulary which come from French. In fact, some years ago English dictionaries stated that 60 to 70 percent of English vocabulary came from French. Now 40 to 50 percent is the figure usually cited (Soci 1996). So we can say that approximately half of English vocabulary comes from French.

In the “Foreign Words and Phrases” section of any dictionary are more recent contributions to the English language. Besides Latin, there is no language which has provided so many expressions to English. In addition, from the fifteenth century on, both English and French borrowed from Latin, and to a lesser extent from Greek, so that even more English and French words resemble each other.

In recent years the borrowings have gone the other way. French has so many words and expressions from English that the *Académie Française* and the French Ministry of Culture have attempted to discourage or even outlaw these borrow-

	French	German	Spanish
Vocabulary	less difficult	less difficult	more difficult
Grammar	less difficult	more difficult	more difficult
Pronunciation	more difficult	somewhat more difficult	less difficult

ings. Lists of words which are identical, or nearly so, in French and English might impress students, parents, colleagues, and others we are trying to convince of the similarity of the two languages. We might ask, for example, the meaning of the following French words: *cuisine, orange, omelette, croissant, T-shirt, week-end* (the Spanish equivalents are: *cocina, naranja, tortilla, media luna, camiseta, fin de semana*).

Another point worth considering is that French, although a Romance language, borrowed heavily from Germanic. So both English and French have many words of Germanic origin in common. Also, both languages borrowed from Celtic and so have still more vocabulary in common.

There are even some similarities in grammatical structure. The French *passé composé*, e.g., *il est venu, il est allé*, is similar to English. For example, although today we usually say "he has come" or "he has gone," English has, or had, the structure "he is come," and "he is gone."

SPANISH, THE "DIFFERENT" AND MORE DIFFICULT LANGUAGE

There is really not much we can say about English and Spanish. They simply do not have the history in common that English and French do. To be fair, we can say that there is vocabulary from Latin roots in both Spanish and English and that many of the words which came into English from Norman French also exist in Spanish, but the French form of the word is invariably closer to the English. There are some words of Germanic origin in Spanish, as in English and French, and even fewer of Celtic origin. Spanish also contributed some vocabulary to English, although not to the degree that French did. But Spanish (Portuguese, too) has something neither French nor English has, an element which distinguishes it from the other Romance languages, and renders it even more different from English and French: about 9% of its vocabulary is from Arabic.

It is perfectly obvious that French and English have much more in common than Spanish and English, and by that criterion alone we can probably say that French is "easier" in the sense that it is less different from English than is Spanish.

FRENCH IS EASIER

But let us compare selected features of French and Spanish briefly. Of course, both are Romance languages with many points of grammar and vocabulary in common, although as we have seen, there are considerable differences, too. The feature cited most often as more difficult in French than in Spanish is the sound/symbol

correspondence (Ranson and Carlisle 1996; Valdman 1996c; Williams 1994). It is undeniable that the spelling of Spanish is more phonetic, but it must be noted that French is relatively predictable; for example, *oi* is almost always pronounced [wa], whether *bois, dois, fois, joie, lois, moi, or mois*, and so on through the alphabet. Some teachers (Amey 1996; Friedrich 1996; Graycar 1996) find that the distribution of the poem entitled "Hints on Pronunciation for Foreigners" (Appendix) early in a first-year French course makes students grateful for the relative ease of French spelling in comparison to English.

There are two common reasons often cited as to why Spanish is more difficult than French. The first is that the subject and subject pronoun in Spanish, once the subject has been named or established, is superfluous and not repeated. This absence renders the reading and oral comprehension of Spanish more difficult, and at times impossible, for all but the most fluent of students (Friedrich 1996; Graycar 1996). The second reason concerns verbs (Friedrich 1996; Peche 1996; Valdman 1996c). Both languages have fourteen tenses "on the books" (Kendris 1996a, b), but French teachers do not normally teach for production, and only rarely or at very advanced levels, for recognition, the following tenses: the *passé simple*, the *imparfait du subjonctif*, the *passé antérieur*, and the *plus-que-parfait du subjonctif*. This list reduces to just ten the number of tenses normally taught in French. In contrast, in Spanish, all fourteen tenses must be taught.

One of these tenses, the preterit, is particularly difficult in Spanish, mainly because of the relatively large number of

irregular forms and the necessity of using the different endings for each conjugation, person, and number, principles that are especially difficult for students. The subjunctive mood is also of special concern. In Spanish there are four subjunctive tenses and two forms each of the *imperfecto del subjuntivo* and the *pluscuamperfecto del subjuntivo*, all four of which are used in written and spoken form by natives, for a total of six forms, as opposed to only two commonly used in French.⁶

By dispelling the myth that French is hard(er) and by showing instead that French is actually easier than Spanish, teachers can encourage decisions on language study based on more appropriate considerations, such as student interest, career and travel plans, and cultural interests and heritage (Peche 1996).

FRENCH IS USEFUL AND PRACTICAL

In fact, it is in the area of careers where another near-myth is often invoked, that of the supposed lack of usefulness and practicality of French, a concern expressed by some 20 percent of respondents to the AATF survey (1995).

Fortunately, teachers and others (Romer and Head 1996; Kraemer 1995; Soci 1996) and AATF Task Force committees have been hard at work showing how useful and practical French is. They have produced some wonderful publications for use with students, parents, administrators, and others. Most issues of the AATF *National Bulletin* have a page entitled "Open Your World with French" that contains a wealth of useful information. Romer and Head (1996) have produced fact sheets on the usefulness of French and on the success of their



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students in putting French to use in their jobs. We must all publicize French in ways meaningful to our students.⁷

What information would be meaningful to our students, in particular to those who are more interested in business, math, or science, or who have no intention of majoring in French? It would certainly help to tell them about college, career, social, and personal advantages of taking French. We must make them aware that there are advantages that begin in high school and continue throughout their careers.

The first hurdle is to convince parents and students that it is not just Latin that will improve their PSAT and SAT scores. Even today, parents will argue that Latin is the way to improve verbal results. We need to make them aware that research indicates that it is simply the number of years of a foreign language that affects verbal SAT scores, not the study of a specific language such as Latin, and we need to tell them that no other subject has the same positive effect. Five years of foreign language study, any foreign language, were associated with higher verbal SAT scores, as opposed to five years of any other academic subject (Cooper 1987). Studies of second language acquisition, again, any language, have also shown that cognition is enhanced as students increase years of study.⁸ Metalinguistic awareness, reasoning ability, verbal intelligence, cognitive flexibility, and divergent thinking have all been demonstrated to improve through foreign language study.

Research has also demonstrated higher aptitude for acquiring computer languages in students who continue foreign language study. Isacco, et al. (1987) hypothesize that as students become more familiar with the syntax and grammar of a foreign language, they may apply this knowledge and logic to artificial computer language, thus facilitating their acquisition.

Some parents of young people who are interested in the sciences often demand German, thinking that it provides a special skill for future scientists. We as teachers need to be prepared with information from doctors, scientists, technology experts, and other scientifically-oriented professionals that disputes this assumption. In fact, we need ammunition that indicates that, indeed, French may well be the language that serves all of these careers best.

In the medical field, for instance, doctors tell us that the only recent foreign medical journals and articles not already translated for them are those from France (Moore 1990), which, incidentally, is pumping huge sums of money into medical research as we write. France and the United States are the two major countries doing serious research

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on the AIDS virus (Kraemer 1995), surgery techniques, and cardiac problems; the two countries regularly share such information during exchanges, seminars, and conventions. The Pasteur Institute regularly conducts exchanges with the United States, and the greatest number of seminars on surgery and heart research outside the United States or Canada is held in France (Moore 1990).

In computer, cyber-communication, and telecommunications technology fields, a recent graduate of the South Carolina Governor's School for Science and Mathematics, now at the Massachusetts Institute of Technology working on a Ph.D., tells us that he finds that the most interesting new technology, articles, and innovations often come from France (Ullmer 1994). He also notes that literature concerning that same technology seems to be the least likely to be translated into English. Indeed, English and French are the two main languages of cyberspace (AATF 1996).

Why would so many new ideas be coming out of France? One only needs to be reminded of a few facts in order to understand why.⁹ France has the world's second most important defense electronics company, Thomson. Also, Alcatel is the number-one worldwide distributor of electronic components. Stung by international accusations of antiquated telephone and communication technology several ago, France has dramatically increased its funding to research in these fields and is

now a world leader in these technologies. Anyone who has travelled to France in the last decade or two knows that France's advanced technology provided computer chip cards and Minitel services years before similar commodities appeared in our country. Also, new high-definition television was invented in France, which is the world's largest manufacturer of televisions (Mohanty 1994b). These are just a few reasons why students interested in entering the fields of electronics, telecommunications, computers, and other high-tech professions would do well to have an extensive knowledge of French. As an example of exactly how knowledge of French comes into play, it might be useful to relate the following statement by the above-mentioned M.I.T. graduate student:

... Two instances stick out in my mind. In the first, a friend had written pertinent thesis work in French, and it was useful to be able to skim this and several other related documents to get the general drift. More recently, ... I was reading a document by Charles Babbage of analytical engine fame, and in the middle of the document, he cited a long and important passage—in French—by a leading French scientist. Of course, no translation was provided, for of course, all educated people speak "*le français, n'est-ce pas?*" I was able to get through it, if very slowly, and understand it... (Ullmer 1996).

Young people who are interested in professions involving transportation or space exploration should know that France's TGV (*train à grande vitesse*) set the world's speed record in 1991 (Kraemer 1995) and has been sold to other countries, including the United States. Texas and other states are looking at the TGV. France's Renault is the maker of Mack Trucks (Mohanty 1994). The second greatest aeronautics industry in the world belongs to France, and it continues to put satellites into orbit with its Ariane rocket. The United States and France have shared aerospace technology for years, and French astronauts have shared space capsules with Americans several times. These astronauts chatted amicably in both languages during the flights, as television documentaries showed.

For students interested in business and sales, it is important to know that France has the world's fourth largest economy and is the fourth largest recipient of U.S. foreign investment. More than 1,200 French companies have subsidiaries in the United States employing almost half a million workers (Soci 1996). Canada, our bilingual neighbor to the north, is the largest trading partner of the United States, evidenced by the dual French/English translation on product labels in our stores.

Students who want an advantage in the business world need not only a basic knowledge of French but would do well to pursue the study of commercial French in college. The misconception that French is not an important tool out in the "real world" is one that seriously undermines enrollment and must be corrected.

We need to remind students who like the arts, dance, the food industry, fashion and beauty products, or advertising that all of those professions rely consistently on a vocabulary based on French. The basic lexicon used in all of those fields originates from French and is a needed tool for those who want to rise beyond the lower levels of those professions.

Successful people, especially those in marketing and business, when polled in magazine articles about the language they most wish they could speak in order to enhance their professional, social, cultural,

and private lives, invariably choose French. Why? It results from something as basic as being able to pronounce the dish or wine ordered for your boss in a nice restaurant, to something as advanced as knowing how to word a fax to a fellow surgeon in France asking him to send you the details of how he uses his new cardiac stimulator. It is as simple as selling a new foundation makeup without being embarrassed about how to pronounce or translate the French name, and as complicated as not being the only chief of state at a world conference who

appointments are almost entirely in French, and without a solid grasp of the language, I could never function on the level my job requires" (AATF 1997). A Burlington, North Carolina, buyer of fine-quality horses feels that she would be at a disadvantage with other traders if she could not communicate in French, since most of her customers in France prefer to use their own language (Romer and Head 1996). A Dallas airline executive sums up the importance of French when he tells us, "French has opened to me commercial, diplomatic, and cultural doors which would have remained closed otherwise" (AATF 1997).

But many of our younger students may not yet be seriously affected by data and details involving professional advantages, although their parents, we hope, might be. Students themselves have a huge say in the courses they sign up for, and we are kidding ourselves if we do not advertise to win them over to and keep them in French classes. How do we do that? We use every "trick of the trade" we can, because if we succeed, we are only helping our students to learn skills which enrich their knowledge and lives.

STRATEGIC PLANNING AND PUBLICITY

Of course, even with all the convincing information available about the usefulness of French in business, science, and math, and even by dispelling the myth that French is harder to learn, our potential students are unlikely to stumble upon these facts on their own. This brings us to the role of French teacher as public-relations specialist.

As French teachers we must bear in mind that the primary reason cited for an increase in student enrollment in French and

one of the main criteria for a successful program is the teacher's personality (AATF 1995; Koop 1995; Sims and Hammond 1981). We must make a conscious effort to publicize French and make its study appealing. If French is perceived by our students as useful and not extremely difficult but not perceived as fun, exciting, and alluring, we have only accomplished part of our goal. As teachers, we know from experience that practical reasons to study French, such as career opportunities, may attract and appeal to older or more mature students and their parents, but younger



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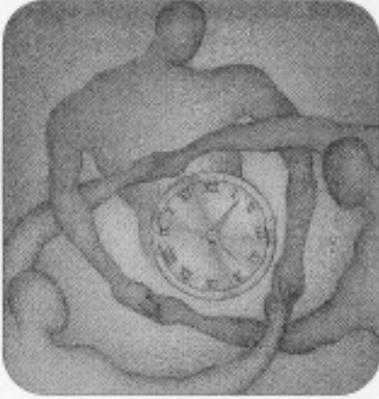
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cannot join in the social chatter in French during the break. (This situation actually happened to President Reagan.) French is a language of culture, politics, diplomacy, art, fashion, publicity, dance, technology, science, and cuisine. It could mean the difference between getting that job and not, between keeping that job and not, and between rising in that job and not.

Testimonials from our students, present and former, will demonstrate the importance of French in the world of employment. As a former French student now working for Polo Ralph Lauren in Paris explains, "My daily office routine and most of my outside

students are not nearly as impressed by such long-range benefits. French is often just one of many electives offered to students so must compete not only with other languages but also with electives in other subject areas as well. In order to build a strong program that includes advanced courses, we must actively recruit younger students who will continue their study of French beyond the second year, which is so often the point at which second language enrollment drops dramatically. Recruiting as many younger students as possible is of crucial importance in retaining sufficient enrollment to offer upper-level courses, whether on the high school or college level. And encouraging the establishment of FLES programs in French as an equal alternative to Spanish or other languages is a vital part of this task.

When we recruit in elementary and middle schools, it is important to establish a good working relationship with the guidance and English departments of the schools that feed into French programs. The guidance counselors and English teachers at these feeder schools are often instrumental in

(continued from p. 32)

This is not French *haute cuisine*, but regional cooking with simple, easy-to-follow recipes, supplemented with possible variations, "Monique's Touch," and "Sidenotes" which give further explanations of a technique, a French culinary item, or other possible choices of ingredients. Mme Hooker received one of the "Best Cookbooks" awards from the International Cookbook Revue (ICR) presented at the Frankfurt Book Fair, 1997.

How could this cookbook be used to teach culture? Plan a regional seasonal monthly meal with students or colleagues, using the menus as a basis for the experiment. If the class involved has a Francophone or international mix of students, compare or contrast these recipes and menus month by month with the students' own backgrounds and culinary experiences. Use the idea of celebrations by asking students to write about one of their own special family traditions or menus. The many remembrances and celebrations of childhood speak of another time and place, but for Mme Hooker, they echo the joy she finds *à table*, with hopes that her readers will discover their own.

Anne Hebert
Chicago Public Schools (IL)

Hooker, Monique Jamet and Tracie Richardson. *Cooking with the Seasons: A Year in My Kitchen*. New York: Henry Holt and Company, Inc., 1997. ISBN 0-8050-4866-9. Pp 426. \$27.50, paper \$17.50

helping a student decide which language to study or whether to study a second language at all. The parents of potential students also have a great deal of decision-making power. When we address parents and guidance personnel (advisors at the college level), it is crucial to dispel the myth that French is more difficult than Spanish and to provide information on the usefulness of French in business and industry. The important role that language study plays in increasing success in other subject areas should also be stressed.

RECIPE FOR RECRUITING AND REGISTERING FRENCH STUDENTS

Shortly before registration for the following school year, ask for permission to place posters promoting French in the halls and classrooms of the feeder schools. Posters should also be placed in secondary schools and colleges. Some teachers use already-prepared posters to promote the study of French. Others create their own publicity, such as Romer's "One Hundred Reasons to Study French" (Romer and Head 1996), which reflects the interest of her college and larger community.

Plan to present a short program at an assembly and select the most fun and congenial students to take part. This is a commercial for the study of French and should be cast accordingly. Different levels of students should perform various parts of the program including songs, skits, dances, and cheers. Provide song sheets and have students join in singing simple and fun French songs, such as "Frère Jacques" or "Alouette." Leave the students with something tangible, such as a ribbon, button, or sticker promoting French, and end the program with a bang, such as a lively song or cheer. At the same presentation, you may also choose to discuss plans for future trips and to show slides from previous trips, keeping in mind that trips abroad have proven to be one of the most effective methods of raising student enthusiasm for French (AATF 1995; Sims and Hammond 1981).¹⁰ It is extremely important to reach and recruit elementary school students early. The above-mentioned strategies are particularly effective when used with young students and can be repeated from year to year.

When registration has been completed, obtain, if possible, a copy of the projected enrollment for French and check to see if perhaps there are students who could have signed up for French but did not, and if so, find out why. Many teachers on the high school and college level, often as part of the placement process, check student and guidance records for this information. Some teachers send a letter to every incoming

student or personally contact students to invite them to continue or initiate their study of French (Mohanty 1994a; Romer and Head 1996; Sims and Hammond 1981: 95).

The teachers at feeder schools can be wonderful allies for French programs. They can discuss how the study of French has been useful to them or to their former students. Similarly, enlisting your own current and former French students to recruit younger brothers, sisters, and friends can be very effective.

Upper-level high school or college students can teach basic French once a week to students at feeder schools. The upper-level students can be assigned in teams of two or three and can be required to design a lesson plan to teach the weekly objective and to create materials and visuals to use in teaching. This program can be set up as part of the course requirement for the advanced student, who receives a grade for the assignment and who gains linguistic awareness as a result of the activity. The feeder school teachers, students, and parents appreciate this opportunity for enrichment, and these younger children develop a lasting enthusiasm for the French language and are thus more likely to enroll in French when they get older.

TIPS FOR RETAINING STUDENTS

As previously mentioned, trips are a strong boost to your program. Thirty percent of respondents to the AATF survey identified trips abroad as the number-one activity that raised student enthusiasm (1995). If travel to Europe seems daunting, consider starting with easier destinations. Field trips, fairs, and festivals were named as the number-two activity for raising enthusiasm. Possibilities include outings to a French restaurant in a large city; the French Huguenot Church in Charleston, South Carolina; the Biltmore House in Asheville, North Carolina, for its similarity to French chateau architecture; or trips to New Orleans, Quebec, or Martinique.

Related to the above activities is the implementation of a day-long or weekend foreign language immersion camp. Of course, this is a major undertaking and is more easily accomplished when organized by a team of teachers. In cooperation with state or county parks, arrange to have students stay in cabins over a weekend. Again, enlist your upper-level high school or college students to act as counselors and develop games and activities in French. Since food-related activities were cited by twelve percent of the respondents as raising student interest, have the campers, with adult and counselor supervision, prepare some authentic French meals and snacks. Any or all of these techniques can help you

establish that very important base of students to ensure your program's future success. On the college level, offering the possibility to students of having a "French table" at lunch or in a cafe or coffee house or living on a "French floor" of a dormitory or in a "French house" often increases interest. When teachers recruit at the high school level or when they consider how best to retain French students in advanced study, many of the aforementioned techniques can be effective. Assemblies or short programs, sending information to parents, and establishing rapport with guidance personnel and advisors at the college level are all important. In addition, take advantage of the opportunity to expose the student population to the French language as often as possible. Sims and Hammond (1981: vi) point out that one of the most outstanding characteristics of program success is integrating language into the fabric of school activities and life.

Plan a foreign language week in which French students perform skits, label everything in French, and make and sell French meals or snacks. Sponsor a soccer tournament with language students making up the teams. Invite guest speakers from colleges and professions to address either the entire student body or just the French students. Encourage upper-level high school and college Spanish students to pick up French as a second foreign language by emphasizing the similarities between the two languages. One simple way to do this, if you speak some Spanish, is to converse with a Spanish teacher who knows French, in French, in front of the students, and vice versa. Let them hear and see how the conversation can be conducted in both languages and can be understood, for the most part, by students of both French and Spanish. Similarly, encourage upper-level high school and college French students to begin studying Spanish, German, or another language. While this may at first seem counterproductive, the encouragement of multilingualism is a recognized strategy for increasing student enrollment in French (Walz et al. 1995a; AATF 1995), and, as an additional benefit, you will find yourself with better language students who are more linguistically aware.

The French Club can and should play an active role in touting programs. It was the third-rated activity for raising student enthusiasm (AATF 1995). In addition to helping plan and organize a foreign language week, French club members can design and build floats for homecoming; go Christmas caroling at the homes of faculty members; plan and prepare food for a faculty, counselor, or advisor tea at Christmas or other time (these last two

activities are excellent for promoting good relations with colleagues); produce a "Taste of France" in a college dormitory or student center; and undertake fundraising projects which involve the entire student body.

An example of this type of fundraiser is a Noël-gram or Amour-gram. These are messages for Christmas or Valentine's Day which can be mass-produced on a copier. Students are offered a choice of several different messages (with translations provided) from among which they choose the message they would like delivered to their intended recipient. The French Club members assemble these messages, organize them by home room or other administrative division (have the sender specify this), embellish these messages with a candy cane or lollipop attached with a ribbon, and deliver them on the designated morning. The recipient's copy contains only the French message, and French Club members must wear identification proclaiming their ability to translate the message (e.g., *Je parle français* or a small French flag). These can be sold for a nominal fee and can serve to get the student body excited about the romantic aspect of French. Sample messages include: *Tu es mon cadeau préféré*, *Joyeux Noël et Bonne Année* for Christmas; and *Je t'aime, Sois mon Valentin*, or *Je suis fou/folle de toi* for Valentine's Day. Of course, enthusiastic and industrious French Club members are indispensable for these projects.

One of the best ways to achieve retention in French programs is by explaining the rewards to be found in upper-level French classes. Students are often lured to upper-level classes with the promise of increased opportunity to study French idioms and slang (even off-color expressions). Students should be told that after they have mastered the basics of grammar, more time can be spent pursuing art, cuisine, music, games, history, literature, and other interesting topics. Of course, we should give them a taste of each of those in the beginning levels of language study as well.



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Many colleges have instituted interdisciplinary majors which combine study in a number of these academic areas. On the high school and college level some North Carolina teachers have created special-interest courses with enticing titles such as Elon College's "French Murder Mysteries" and "Celluloid Culture Wars: Hollywood versus Cannes," and High Point University's "Love, Honor, and Chivalry" (Romer and Head 1996).

It also helps to remind students at some point about the various benefits of language study and the fact that, although many colleges require two years of language study for admission, a number now recommend three or four years. Thus, students get the message that advanced language study can give them the edge they need in gaining admission to their preferred college or university.

CONCLUSION

In conclusion, teachers of French are faced with a multifaceted task. We must acknowledge that the decline in student enrollment in French is due, in large part, to the perpetual misconception that French is more difficult than Spanish. We must increase our efforts to dispel this myth by talking to students, parents, and colleagues and explaining that in fact many features of French (as presented in the first part of this article) are easier for our students to assimilate than similar features of other languages. We must also address a second glaring misconception, that of French's being less useful and practical than Spanish. This misconception is best addressed through a global approach that demonstrates the importance of French in

business, science, math, and technology worldwide. Finally, we must actively plan for recruitment and retention of students in French through the use of creative and aggressive strategies that have been proven to help build and maintain successful programs.

Ellen Lorraine Friedrich
University of North Carolina
at Chapel Hill

Lollie Barbare Eykyn
South Carolina Governor's
School for Mathematics and
Science

Barbara Owens McKeithan
James Island High School
(SC)

NOTES

1. The authors do not wish in any way to disparage the Spanish language or the teaching or study of it; indeed, one of the authors is a devoted twenty-five year teacher of Spanish (and French). It is the wish of the authors that the decision of what language to study be based on fact, not myth or misinformation. Portions of the discussion on the relative difficulty of French and Spanish are based on the presentation by Friedrich (1996).
2. Webster's (1990) defines "myth" as "a popular belief or tradition that has grown up around something, an unfounded or false notion."
3. AATF President Valdman often mentions the "Spanish problem" in his "Letter from the President" in each *National Bulletin*. Granowitz (1994a, b) suggests that all students be required to study Spanish, arguing that it is not a

"foreign" language, but rather a "second" language in the United States. Mohanty (1994a) maintains that the "Spanish-is-easier" notion is erroneous. St. John recognizes the "prevailing opinion" among students that Spanish is the easiest of the three commonly studied languages: French, German, and Spanish. Williams' article is the most misleading and presents very little understanding of the difficulties of Spanish.

4. Discussed in Alice Omaggio Hadley, *Teaching Language in Context*. 2nd ed. Boston: Heinle and Heinle, 1993). Cited in Judith E. Liskin-Gasparro, *ETS Oral Proficiency Testing Manual*, Princeton, NJ: Educational Testing Service, 1982.
5. Information on the histories of English, French, and Spanish can be found in Katzner (1986) and in dictionaries of the respective languages. Ranson and Carlisle (1996) discuss the similarity of English and French vocabulary.
6. Williams (1994) for instance, mentions some of the other major difficulties such as *ser* and *estar*, both meaning "to be" but each with its specific uses,
7. The AATF, along with its various Task Force committees and their Chairs, has been responsible for creating and distributing some important materials such as the brochures *Top Ten Reasons To Learn French* and *Take a Closer Look*. At least one state, North Carolina, has produced a similar brochure, *North Carolina and Foreign Languages: A Worldly Combination* (FLANC/ASLINC 1996).
8. Soci (1996) summarizes much of this

information.

9. Kraemer (1995), Mohanty (1994b), and Soci (1996) list and summarize these facts.
10. In recognition of the importance of study abroad to a vibrant French program, AATF Task Force subcommittee chaired by Sherry Dean has edited a travel guide, now available from AATF headquarters.

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APPENDIX

Hints on Pronunciation for Foreigners

I take it you already know
 of tough and bough and cough and dough?
 Others may stumble but not you,
 on hiccough, thorough, laugh and through.
 Well done! And now you wish, perhaps,
 to learn of less familiar traps?
 Beware of heard, a dreadful word
 that looks like beard and sounds like bird.
 And dead: it's said like bed, not bead
 For goodness' sake don't call it 'deed'!
 Watch out for meat and great and threat
 (They rhyme with suite and straight and debt.)
 A moth is not a moth in mother
 Nor both in bother, broth in brother,
 And here is not a match for there,
 Nor dear and fear for bear and pear,
 And then there's dose and rose and lose —
 Just look them up — and goose and choose,
 And cork and work and card and ward,
 And font and front and word and sword.
 And do and go and thwart and cart —
 Come, come, I've hardly made a start!

A dreadful language? Man alive!
I'd mastered it when I was five!

—TSW

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NATIONAL FRENCH WEEK ACTIVITY: *LA FONTAINE ET LA CUISINE*

A task force composed of AATF members of the Chicago/Northern Illinois Chapter from several elementary through post-secondary institutions has created a Web packet of materials for French teachers to develop the theme of *La Fontaine et La Cuisine* during National French Week. The materials include several fables by Jean de La Fontaine, selected for their accessibility and interest to different ages and language experiences, elementary through post-secondary. The French fables are accompanied by translations in English by the late Professor Norman B. Spector, Northwestern University. Monique Hooker, chef and author [monique@everyonenet.com], has selected and adapted recipes to reflect each fable. These recipes could be used to create a potluck meal.

In addition, members have created word games, a crossword puzzle, and a list of ideas to exploit the theme. A biography of Jean de La Fontaine and a suggestion of Web sites are included. Some of the activities could be shared with colleagues in other disciplines to highlight a French connection during November.

Janine Spencer, Director, Multi-Media Learning Center, Northwestern University, E-mail: [j-spencer@nwu.edu] is coordinating the Web page whose URL is [http://lafontaine.mmlc.nwu.edu]. These materials should be available after September 15, 1999. A link to the AATF Web Page is also being developed. Questions and comments on the project may be directed to Margot M. Steinhart, Barrington High School (IL): E-mail: [msteinhart@cusd220.lake.k12.il.us].

LAURENCE WYLIE PRIZE IN FRENCH CULTURAL STUDIES AWARDED

The Association for French Cultural Studies is pleased to announce that the 1999 Laurence Wylie Prize in French Cultural Studies has been awarded to Dr. Shanny Peer (New York University) for her book *France on Display: Peasants, Provincials and Folklore in the 1937 Paris World Fair* (Albany: SUNY Press, 1998).

Created to honor the memory of Laurence Wylie, Professor Emeritus of French Civilization at Harvard University, the Laurence Wylie Prize is awarded every second year to the best book on French culture published during the previous two years by an author living in North America.

MOTS CHASSÉS: Corrigé des exercices sur l'article "La Vie des mots" paru dans le *National Bulletin* de septembre 1999, page 35.

- 1) **Vrai ou faux**
 - a) Faux; b) Faux; c) Vrai; d) Vrai; e) Vrai; f) Faux; g) Vrai; h) Vrai
- 2) **Les verbes**
 - a) Hier, j'ai passé un ordre d'achat par câble.
 - b) La chaîne ARTE cible un public plus difficile.
 - c) Nous amortirons en deux ans le coût de ce poste de TV.
 - d) Toutes les factures ont été réglées par mois la semaine dernière.
 - e) Pouvez-vous me dire comment sont acheminés les programmes de TV numérique?
 - f) Je reçois mal les chaînes espagnoles.
 - g) Les Oscars ne sont transmis qu'en partie par la TV française.
- 3) **Les articles**
 - a) un; b) La; c) une; d) Le; e) Un; f) Une
- 4) **Les propositions**
 - a) La TV à la carte sera plus chère à moins que les taxes ne soient diminuées.
 - b) J'ai une télécommande si bien que je ne bouge plus de mon fauteuil pour changer de chaîne.
 - c) Bien que j'aime beaucoup le numérique, je n'ai pas envie d'acheter encore un décodeur.
 - d) Alors que les gens plus âgés disent «satisfaisant», «rassurant», les plus jeunes disent «gratifiant», «sécurisant».
 - e) Quand on aura le numérique, on pourra faire du shopping en chambre.
 - f) Tandis que Vichy nous offre des «incentives de qualité», Vittel en offre de moins bons.

NEH ELECTRONIC NEWSLETTER

An exciting, new, interactive electronic newsletter—NEH OUTLOOK—is now available from the National Endowment for the Humanities. Published monthly, NEH OUTLOOK is filled with current news and information about new programs, initiatives, and activities at NEH—and we want to share it with you.

Join your colleagues in the humanities and cultural communities around the nation who are already on the list. It is absolutely FREE, and it is available to you now. E-mail us at [outlook@neh.gov] to request a copy, and if you decide to subscribe, easy instructions are provided.

CALENDRIER DE L'AN 2000

"LES FRANÇAIS D'AMÉRIQUE" ENTRENT DANS LE 21^{ÈME} SIÈCLE

Avec ce siècle nouveau commence le cycle de la Guerre d'Indépendance et les événements auxquels participèrent les Français de France.
(1775 à Lexington, MA — 1781 à Yorktown, VA)

Le calendrier de l'an 2000 vous présente des Français d'Amérique qui eurent un rôle vital à d'autres époques de l'histoire. Il vous fera connaître la grande célébration du 150^{ÈME} anniversaire de la Californie, ainsi que la vallée du Haut-Saint-Jean dans l'état du Maine, où vit la deuxième forte concentration d'Acadiens aux États-Unis...

Prix: \$6.95 + \$1.55 chacun pour frais d'envoi = **\$8.50**

\$6.95 chacun (frais d'envoi inclus) pour une commande de cinq calendriers ou plus envoyés à une même adresse. Calendriers des années antérieures: \$4.95 chacun, frais d'envoi inclus.

Libellez votre chèque au nom de: *French-American Calendar 2000* et envoyez-le à R. Mikesell, 1155 East 56th Street, Chicago, Illinois 60637-1530.

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LES NOUVELLES DES DÉLÉGATIONS DU QUÉBEC

Représentations du gouvernement du Québec aux États-Unis, personnes ressources dans le domaine de l'éducation. Pour obtenir des informations concernant des programmes et des matériaux portant sur l'enseignement du français et l'enseignement du Québec en classe de français, vous pouvez vous adresser à la Délégation du Québec pour votre territoire.

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Fax: (603) 588-2199

Courriel: [joandietrich@conknet.com]

DÉLÉGATION DU QUÉBEC/NEW YORK

Dr. Myrna Delson-Karan

Attachée aux affaires éducatives

Délégation générale du Québec

One Rockefeller Plaza, 26th Floor

New York, NY 10020-2102

Tél: (212) 843-0998;

Fax: (212) 757-4753

Courriel: [myrna.delson-karan@mri.gouv.qc.ca]

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DÉLÉGATION DU QUÉBEC/CHICAGO

Timothy J. Rogus

Attaché aux affaires publiques

Bureau commercial du Québec

National Bank of Canada

225 West Washington Street, Suite 1100

Chicago, IL 60606-3418

Tél: (312) 578-0434;

Fax: (312) 578-9544

Courriel: [timothy.rogus@mri.gouv.qc.ca]

TERRITOIRE

Middle West

LUDWIG SUPPORTS EXCELLENCE IN TEACHING AWARDS

Region III Representative Robert Ludwig has announced that he will fund the AATF Excellence in Teaching Awards for the year 2000 in the amount of \$400 at each level. Winners can be selected at the Elementary, Middle/Junior High School, Secondary, and Post-Secondary levels. In addition to the cash award, honorees receive a one-year complimentary membership. The awards will be called the AATF Dorothy Ludwig Excellence in Teaching Awards.

Bob is serving his second three-year term as Region III Representative (New York state) and is Executive Director of the New York State Association of Foreign Language Teachers (NYSFLT). He is a Past-President of ACTFL, a long-time AATF National French Contest Administrator, and has received many awards and honors in his distinguished career. The French government has awarded him the distinction of *Commandeur dans l'Ordre des Palmes académiques* for his exceptional contributions to the study of French.

The application deadline is March 1, 2000. Further information and application materials will appear in the November *National Bulletin*, and we urge all chapters to identify outstanding teachers to nominate. The awards will be presented at the *Banquet d'honneur* in Paris in July 2000.

AATF ANNOUNCES JOB LISTINGS ON *BABILLARD*

AATF occasionally receives requests, both at our headquarters and on our Web site, from schools looking for French teachers, usually at the last minute. Although it is not possible for us to maintain such a comprehensive national listing of K-12 job openings, we will continue to accept urgent postings on our Web site in the *Babillard* section. Please keep this in mind if your school or district has an opening. The AATF will not screen these announcements and makes no judgement as to their quality. It is the responsibility of the individual job seeker to evaluate thoroughly any potential openings. The *Babillard* is administered by AATF member Joel Mayer at [<http://aatf.utsa.edu/bboard>].

The AATF maintains a Placement Bureau and dossier service and publishes a monthly listing of university-level positions. Any AATF member is welcome to keep a dossier on file in our office which we will send out to potential employers as requested. For more information on Placement Bureau registration, contact Rosalba Correa, AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Tel: (618) 453-5732; Fax: (618) 453-5733.

AATF MEMBERSHIP CARD AVAILABLE



American Association
of Teachers of French
Année _____

M., Mme/Mlle

est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Carbondale, Illinois, États-Unis d'Amérique
le _____ pour servir et
valoir ce que de droit.

La Secrétaire générale

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

PLAN AHEAD FOR PARIS 2000

- **Submit a proposal for a session (Deadline: Nov. 1, 1999)**
The form can be found on page 31.
- **Make your hotel reservation (See form on page 24)**
- **Make your travel plans (Watch the Web site for updates.)**
- **Register for the convention**
 - **Super-saver registration = 25% reduction (Deadline: Dec. 31, 1999)**
 - **Early-bird registration = 10% reduction (Deadline: Mar. 31, 2000)**
 - **Pre-registration (Deadline: June 15, 2000)**

Watch for the registration form in the November *National Bulletin*. Check the AATF Web site [<http://aatf.utsa.edu>] regularly for updated information as it becomes available.

LET US KNOW ABOUT NATIONAL FRENCH WEEK EVENTS

Help us publicize your National French Week celebrations. We are creating a master list of National French Week activities and events, organized by region and chapter, which will be included on the AATF National French Week Web site [<http://aatf.utsa.edu>]. We would like to know about your planned activities. Chapter-sponsored and individual events are welcome. Please submit information about your event, celebration, or contest, to the coordinates listed below using the following format:

1. Title of event;
2. Date and location;
3. Costs to participants, if any;
4. Is pre-registration necessary?
5. Organizer (chapter, school, individual, etc.);
6. Brief 3-sentence description (maximum);
7. Name and e-mail of contact person (We will not publish telephone numbers or addresses on this Web page. Make sure the person designated has an e-mail address).

Let's create a nation-wide network of National French Week celebrations which will, hopefully, inspire other teachers to get involved. Send information via mail, fax, or e-mail to: AATF NFW Events, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733; E-mail: [abrate@siu.edu].

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON CULTURAL COMPETENCE

Acquiring Cross-Cultural Competence: Four Stages for Students of French. Howard L. Nostrand, Allen W. Grundstrom, and Alan J. Singerman; 1995, 142 pp. Describes the essence of cultural differences and how to assess student performance in each learning stage. Available ONLY from National Textbook Co., 4255 W. Touhy Ave., Lincolnwood, IL 60646; order #EL1784-0, \$15.60 (special AATF price includes shipping, if prepaid).

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

Vol. 1: Issues and Methods in French for Business and Economic Purposes, edited by Patricia W. Cummins, 1995, 172 pp., \$24.00. Contact AATF Headquarters regarding availability (while supplies last).

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, edited by Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25.00 + \$3.00 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Prices are subject to change without notice.

ON-LINE CLASSES OFFERED

A new professional development sequence in French Translation is being offered completely on-line. The sequence emphasizes commercial and scientific/technical translation. It has been developed for those interested in improving their skills in translating, and particularly for those wanting to expand their career opportunities in commercial and scientific French.

The on-line format allows the student to benefit from the University of Illinois' French department regardless of location. All that is needed to participate is a strong background in French (minimum of a baccalaureate degree in French or equivalent proficiency) and an Internet connection with a browser at the level of Netscape 4.0.

The series began with the fall semester of 1999 with the following two on-line courses: Techniques in Translation I and Commercial and Economic French I. Other courses in the sequence to be offered in subsequent semesters include Techniques in Translation II, Commercial and Economic French II, Scientific and Technical French, Introduction to Terminology and Lexicology, and Theory of Translation. (Registration deadline for fall 1999 was August 2, 1999.)

Satisfactory completion of five courses is required to receive a verification of completion.

For more information contact, Douglas A. Kibbee, Head, Department of French, University of Illinois at Urbana-Champaign; Telephone: (800-252-1360, ext. 32020).

FRENCH REVIEW

In order to address the current state of teaching and the future directions of our profession from kindergarten through university, the *French Review* will devote the May 2001 issue to pedagogy. Articles should be scholarly but not exceedingly specialized and might touch on subjects such as the teaching of language, literature, film, and society and culture. Authors should consult the "Guide for Authors" at the end of each issue of the *Review* for formal considerations. **THE DEADLINE FOR SUBMISSION TO THE EDITOR, CHRIS PINET, MODERN LANGUAGES AND LITERATURES, MONTANA STATE UNIVERSITY, BOZEMAN, MT 59717, WILL BE AUGUST 1, 2000.**

Check out the AATF Web..
<http://aatf.utsa.edu/>

Commission for the Promotion of French Hotline:
<http://aatf.utsa.edu/hotline/>

A New *French Review* Web site:

http://www.montana.edu/wwwaatf/french_review/

CALENDAR OF EVENTS

WASHINGTON ASSOCIATION FOR LANGUAGE TEACHING, October 7-9, 1999, Spokane, WA. Information: Suzanne Jespersen, 5206 Woodside, Spokane, WA 99208. Telephone: (509) 328-2296; E-mail: [sjespersen@esd101.net].

23rd ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES, October 8-9, 1999, Youngstown, OH. Information: Telephone: (330) 742-3461.

FOREIGN LANGUAGE ASSOCIATION OF MISSOURI, October 15-16, 1999, St. Louis. Information: Ruth Doyle, Conference Chair, 302 Johnson Avenue, Warrensburg, MO 64093; E-mail: [rdoyle@iland.net].

82nd ANNUAL MEETING NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGES TEACHERS, October 15-17, 1999, Nevele Grand Hotel and Resort, Ellenville, NY. Information: Joan F. Militischer, 22 Plaza Lane, Selden, NY 11784; Telephone/Fax: (516) 698-1482; E-mail: [jfmil@aol.com].

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, October 21-23, 1999, Springfield, IL. Information: ICTFL, P.O. Box 5633, Springfield, IL 62705; Telephone/Fax: (217) 753-3308; E-mail: [ictfl@ictfl.org].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA, October 28-30, 1999, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheville, NC 28815. Telephone: (828) 686-4985; FAX: (828) 686-3600; E-mail: [martintl@interpath.com].

FORTIETH ANNUAL CONFERENCE AMERICAN TRANSLATORS ASSOCIATION, November 3-6, 1999, Regal Riverfront Hotel, St. Louis, MO. Information: ATA, 1800 Diagonal Road, Suite 220, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [ata@atanet.org].

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, November 4-6, 1999, Appleton, WI. Information: Kyle Gordon, 4969 Hickory Court, Elkhorn WI 53121; Telephone: (414) 723-6316; E-mail: [kylegordon@elknet.net].

NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS, November 4-10, 1999, throughout the United States. Information: AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu].

FOREIGN LANGUAGE ASSOCIATION OF NORTHERN CALIFORNIA (FLANC), November 6, 1999, Berkeley, CA. Informa-

tion: Agnes Dimitriou, Telephone: (415) 931-5835.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE, November 10-13, 1999, Chicago, IL. Information: Abbe Sloan, CIEE, 205 E. 42nd Street, New York, NY; Telephone: (212) 822-2625; Fax: (212) 822-2779; E-mail: [conference@ciee.org].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 17-18, 1999, Dallas, TX. Information: Loretta Williams, Plano, TX 75094; Telephone: (972) 519-8196; Fax: (972) 519-8035; E-mail: [lwilla@pisd.edu].

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

MODERN LANGUAGE ASSOCIATION, December 27-30, 1999, Chicago. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), February 24-26, 2000, Birmingham, AL. Information: Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://valdosta.edu/scolt/].

CENTRAL STATES CONFERENCE: CSC AT SEA, March 10-13, 2000, Caribbean Cruise. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531; Tel: (614) 529-0109; Fax: (614) 529-0321; E-mail: [dging@iwayne.net].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 11-14, 2000, Vancouver (BC) Canada. Information: AAAL, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 14-18, 2000, Vancouver (BC) Canada. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.edu]; URL: [http://www.tesol.com].

OHIO FOREIGN LANGUAGE ASSOCIATION, March 23-25, 2000, Toledo, OH. Information: Ann Ralston, Telephone: (740) 385-6317.

SOUTHWEST CONFERENCE ON LAN-

GUAGE TEACHING (SWCOLT), March 16-18, 2000, Salt Lake City, UT. Information: Audrey Cournia, SWCOLT Executive Director, 1348 Coachman Dr., Sparks, NV 89434-2650; Telephone: (702) 358-1605; E-mail: [acournia@compuserve.com].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 13-16, 2000, Washington, DC. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

PACIFIC NORTHWEST COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, April 13-15, 2000, Missoula, MT. Information: PNCFL, P.O. Box 4649, Portland, OR 97208-4649; E-mail: [rverzasconi@uswest.net].

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES, May 28-June 3, 2000, Sousse, Tunisia. Information: Professeur Éloïse Brière, Présidente CIEF, LL C/HU 237, SUNY-Albany, Albany, NY 12222. Telephone: (518) 442-4103; Fax: (518) 442-4111; E-mail: [eab13@cr.svax.albany.edu].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH with the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS, July 17-20, 2000, Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu/].

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES, July 22-26, 2000, Paris, France. Information: FIPLV, Université René Descartes Paris V, 45, rue des Saints Pères, 75006 PARIS; E-mail: [fiplv2000@citi2.fr].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA (FLANC), November 2-4, 2000, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheville, NC 28815; Telephone: (828) 686-4985; Fax: (828) 686-3600; E-mail: [martintl@interpath.com].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 15-16, 2000, Boston. Information: Loretta Williams, Plano, TX 75094; Telephone: (972) 519-8196; Fax: (972) 519-8035; E-mail: [lwilla@pisd.edu].

REMINDER: IMPORTANT DEADLINES AND DATES

October 15, 1999	Deadline for Fulbright Teacher Exchange (see page 2)
November 1, 1999	Deadline for submitting proposals for 2000 AATF Convention in Paris (page 31) Postmark deadline for ballots for the 1999 election of AATF officers Submission of items for the January 2000 <i>National Bulletin</i>
November 4, 1999	Drawing for winners of the Casse-tête (Nov. 1998 issue, Jan. 1999 issue, Apr. 1999 issue)
November 4-10, 1999	National French Week: <i>La Semaine du Français</i>
November 8, 1999	Deadline for Submissions for Culture Commission volume (page 21)
December 31, 1999	Super-saver Deadline for 2000 Convention Registration (watch November issue for forms)
January 15, 2000	Deadline for John Carter Brown Library Fellowship applications (page 8)
February 15, 2000	Deadline for submitting Summer Scholarships applications (see November issue for forms)
March 1, 2000	Deadline for submitting Small Grant proposals to National Headquarters (see page 6) Deadline for submitting Outstanding Teacher nominations (see November issue for forms)
March 2-10, 2000	<i>Grand Concours</i> , Level 01-5 (see pages 9-10)
March 2-12, 2000	<i>Grand Concours</i> , FLES (see pages 9-10)
March 31, 2000	Early-bird Deadline for 2000 Convention Registration (watch November issue for forms)
June 15, 2000	Pre-registration Deadline for 2000 Convention Registration (watch November issue for forms)
July 17-20, 2000	AATF Congrès à Paris (see hotel reservation form on page 24; watch November issue for convention registration form)

SOCIÉTÉ HONORAIRE DU FRANÇAIS

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

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

L'homme qui sait deux langues en vaut deux!

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