



# NATIONAL BULLETIN

For the first time in eleven years, the AATF will return to Paris for its annual convention. Join us for this once-in-a-lifetime opportunity to spend the dawn of the new millennium in the City of Light. We are meeting alongside the *Fédération Internationale des Professeurs de Français*, which represents over 120 national associations of French teachers and of which the AATF is the largest member. The AATF alone represents approximately one-sixth of the world's French teachers. We expect 3500 teachers of French from 120 countries to converge on the *Palais des Congrès* for *un congrès inoubliable* where French is the only common language. Because of space constraints, each group will have its own separate program, but we will be side by side, and there will be many joint activities and opportunities to meet colleagues from around the world. This will constitute the largest gathering of French teachers ever.

The convention begins on Monday, July 17 with a joint opening day. After a welcome *séance plénière* with greetings from representatives of the French government and the international organizations of *la Francophonie*, TV5 will offer a multimedia presentation and a mid-day reception.

The afternoon will be devoted to *conférences* by several outstanding speakers. Late in the afternoon, *congressistes* will be treated to *Paristoric*, a multimedia *spectacle* about Paris. In the evening, all convention-goers will be welcomed to a reception at the *Ministère des Affaires Étrangères*.

Tuesday, Wednesday, and Thursday July 18-20 will be devoted to the separate programs of each convention. However, throughout these three days there will be numerous joint *tables rondes*, *conférences*, and presentations on topics such as technology, literature, language policy, promotion, and business French. There may also be other entertainment activities which have not yet been finalized. Check the preliminary program on the AATF Web site [<http://aatf.utsa.edu/>] for more up-to-date information

as the convention approaches. In addition, the Exhibit Hall will be open to all *congressistes* with not only exhibits but a *cyberespace*, a *café littéraire*, and some limited food service.

The AATF Preliminary Program can be found on pages 17-28. It is also posted on the Web site [<http://aatf.utsa.edu/>] where it will be updated as more information becomes available.

The AATF Awards Banquet will take place on Wednesday evening, July 19. Arrangements have not yet been completed for this dinner event with entertainment, but, as usual, we will honor our Outstanding Teachers, new Honorary Members, scholarship winners, and outgoing Executive Council members.

Other features introduced at recent conventions will also be continued—stop by the

information appeared in the three previous issues of the *National Bulletin* and is also posted, along with the hotel registration form on the AATF Web site [<http://aatf.utsa.edu/>]. Contact the FIAP directly to check on availability at 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](mailto:girardin@fiap.asso.fr)]. A special rate of 10% off all published airfares on TWA has been negotiated for AATF members and immediate family traveling with them (see information on page 30 for obtaining this discount). The FIAP Jean Monnet has also organized pre- and post-convention excursions to *la Bretagne et le Berry*. A number of spaces remain; check with the FIAP at the coordinates listed above for more specific information.

It is always a significant undertaking to organize a convention abroad. This particular meeting has been more than three years in the planning. However, we believe that the opportunity to meet with colleagues from all over the world, to share ideas for promoting French, teaching techniques, trends in literary and cultural studies, and to learn about each other's interests will be an unforgettable experience. Many countries

**RENDEZ-VOUS À PARIS!**

AATF exhibit booth to have your picture taken for a post-convention press release, request a certificate of participation, invite a colleague to take advantage of our special offer of a one-year trial membership to first-time and student members, and obtain academic credit for convention attendance (see page 6 for more specific information on obtaining credit). This year, *congressistes* who also register for a *stage* at the *Chambre de Commerce et d'Industrie de Paris* will receive a 10% refund on their convention registration (contact National Headquarters for more information).

In order to avoid the late registration penalty, those attending the convention need to register as soon as possible and no later than June 15. The convention registration form appeared in the November *National Bulletin* and is posted on the AATF Web site [<http://aatf.utsa.edu/>]. Paris will be crowded in July 2000. If you have not yet made travel and hotel plans, please do so immediately. Some hotel rooms remain. Reservations for AATF members are being handled by the FIAP Jean Monnet in Paris. Hotel information

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look to us for leadership and look to the way things are done in the U.S. as the example to follow. Let us remember that we will be representing not only ourselves and our profession but our country to the rest of the world. Most of all, the chance to experience Paris in 2000 cannot be overlooked. Those who arrive a few days early for the convention will be able to celebrate *le 14 juillet 2000*. Many of us will certainly be along the *Champs-Élysées* that morning and on the *Boulevard Périphérique* later in the day for *Périphéro* where a long string of bands, music, and dancing will surround the city. *Rendez-vous à Paris en juillet 2000!*

## JNCL-NCLIS 1999 EXECUTIVE SUMMARY

- Recommended to the Administration a number of possible changes for reauthorization of the Elementary and Secondary Education Act (ESEA). Foreign languages are now explicitly mentioned as eligible for funding in programs where they did not appear before.
- Worked with the Administration to draft a greatly strengthened Foreign Language Assistance Act with a commitment to increase the number of high quality elementary foreign language programs in 25% of our schools by 2005 and 50% in 2010.
- Worked with Senator Thad Cochran (R-MS) to draft, introduce, and support S.601, the Foreign Language Education Improvement Amendments of 1999 changing the Foreign Language Assistance Program (FLAP) consistent with recommendations from the field.
- Worked with Senator Richard Lugar (R-IN) to draft, introduce, and support S.677, "a bill to provide a limited waiver for certain foreign students of the requirement to reimburse local educational agencies for the costs of the students' education."
- Worked with Senator Pete Domenici (R-NM) on an English Plus Other Languages Sense of the Senate Resolution, which in effect eliminates the possibility of English Only or English as the Official Language provisions in the Senate.
- Traced, monitored, attended hearings, and expressed opposition to provisions which were damaging to our interests in the Dollars to the Classroom Act, the Teacher Empowerment Act, the Students Results Act, and the Academic Achievement for All Act.
- Worked with the Department of Education to alert and keep the field apprised regarding the Foreign Language Assistance Program (FLAP) grants, including

developing information and assisting with readers. Assisted them in beginning a plan for a public relations campaign for languages.

- Worked with the Administration to suggest increases in the President's budget request and contacted the Appropriations Subcommittees to successfully seek increased funding for programs of importance to JNCL-NCLIS, particularly FLAP and Title VI of HEA.
- Helped the staffs of two Senators and two Representatives to reconstitute the House/Senate International Education Study Group in a bipartisan manner.
- Hosted the annual Legislative Day and Delegate Assembly which included 101 congressional visits, briefings on reauthorization and important programs from Department of Education policy makers, and produced plans and strategies for JNCL-NCLIS involvement in reauthorizing the Elementary and Secondary Education Act.
- Attended dozens of meetings and gave presentations to member organizations, coalitions, other organizations, government agencies, and embassies.
- Hired Krista Wark as Policy Analyst and Kristin Poore as Office Manager.
- Continue to update and adapt our Web site to keep members informed about pending legislation, grant opportunities, requests for proposals, regulations, advocacy efforts, and grant writing.

## NEW LANGUAGE EDUCATION SERIES

*Contemporary Language Education Series*, Bergin & Garvey, Greenwood Publishing Group, Westport, CT; Series Adviser: Terry A. Osborn, Ph.D., Queens College, CUNY.

Manuscripts and book proposals are sought for this series which will serve to highlight a variety of works which examine, report on, or challenge both theory and practice in language education both domestically and worldwide. It should be noted that foreign language education, English as a Second Language education, bilingual education, language minority education, specific languages (Spanish, French, German, etc.), less commonly taught languages, applied linguistics, language for specific purposes (e.g., business language), language education for children, international education, language policy and planning are all examples of specialties which could potentially contribute to the series. Though a broad range of theoretical perspectives will be supported, only those who recognize the changing social context of language education, expansion in our understanding of the nature of language and communication, a need for innovation, or similar theoretical advances are desired. Contact [languageed@qc.edu] for more information.

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**AATF NATIONAL BULLETIN**

April 2000

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

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

# LETTER FROM THE PRESIDENT



Gladys C. Lipton

Dear Friends and Colleagues,

## **What is the Mission of AATF in the Double-O-Decade?**

Now that we have become used to writing "2000" or "00," now that we have accepted the fact that we are living in the 21<sup>st</sup> century, and now that we have realized that the third millennium is here, we need to deal with some new and continuing themes. This is a good time to ask: "What is the mission of the AATF in the first decade of the new millennium?" If we research our AATF Constitution (published in every May issue of the *French Review*), we note the following in Article II: "The aim of the Association shall be to represent the French language in North America and to encourage the dissemination, both in the schools and in the general public, of knowledge concerning all aspects of the culture and civilization of France and the French-speaking world." These words of the founders of the AATF, written in 1927, were as visionary then as they are today!

In this presidential message, I would like to discuss two important issues facing teachers of French in schools and universities today. The first is coping with the shortage of qualified, professional teachers of French juxtaposed with the elimination of some French programs. The second is the perceived status of French in the eyes of our various "publics" in this country. I suspect that some of you may be thinking: "Well, I am not really affected by either one of these issues..." or "I guess I am affected by only one of them..." or "What's the big deal...everything is going well in my school..." However, we all need to understand and accept the new demanding roles that we teachers of French have to play now as well as the need to collaborate with other teachers of French on all school and university levels in order to provide creative

solutions to these ongoing and sometimes vexing dilemmas and challenges. I respectfully suggest that this be our mission for the "double-O-decade."

## **How Do We Cope With the Shortage of Qualified, Professional Teachers of French?**

Let us take a look at the challenges of the teacher shortage. What are they? When qualified, professional teachers of French cannot be found, administrators, whose buzz-phrase these days is "thinking outside the box," look to alternative ways of filling vacancies, such as hiring non-certified persons who speak the language but who never prepared to teach it; hiring French-speaking foreign teachers who require a great deal of professional development in order to learn about the American educational system, our goals and methods of accomplishing these goals, and the different ways to create the optimum age-appropriate teaching and learning environments for students who are sometimes unmotivated and unwilling learners. Administrators may think of foreign languages as a single subject; that is, if you know French, then you can teach Spanish. If you know German, then you can teach French. Still other administrators think that they can solve the teacher shortage problem by using technology-based distance learning programs without professional teacher support!

## **How Can the AATF Be of Help to Teachers of French?**

The other side of the coin is that when French teacher vacancies occur, and qualified, professional teachers cannot be found, administrators find that the easiest way out of the problem is to phase out the French program. This happens, too, when enrollments are down and minimum class size is a factor in the termination of a French program. If you are facing problems of this kind, please remember that the AATF has been ready, and continues to be available, to write letters of support and to help in any way possible. AATF, as a language-specific professional organization can help by offering new teacher workshops in our nine AATF regions and at our national convention. We have a Teacher Standards Commission and a Student Standards Commission whose members can help in the professional development of new teachers. I have written to the U.S. Secretary of Education asking that scholarships and grants be made available in order that new teachers be encouraged to join professional organizations, attend workshops, and receive journals and newsletters. Visit the AATF Web site [[http://](http://aatf.utsa.edu/)

[aatf.utsa.edu/](http://aatf.utsa.edu/)] with its helpful links to a activities, projects, and other AATF professional literature as well as language-specific mentor support from experienced classroom teachers of French. We are exploring the feasibility of a "Members Only" option on our Web site as well.

## **What Can Individual Teachers of French Do?**

French teachers, from the long-range point of view, should encourage their students to understand the "joy of teaching French!" Some students, on all school and university levels, have demonstrated genuine interest in teaching, particularly if some classroom activities involve student leadership opportunities during various phases of classroom instruction. Encourage these students! Show them by YOUR enthusiasm, that teaching French, despite some frustrations, can be rewarding and fulfilling! We can all probably look back at our school days when we admired a specific teacher, enjoyed some of the activities in French class, or were encouraged by a particular teacher of French who praised us or gave us the thrill of accomplishment when we were asked to lead the class in a particular activity. Do you remember? Do you recall what or who got you excited about teaching French? Now, it is your turn to do the same for some of your students! Recruitment of new teachers of French begins in your classroom!

## **What is the Perceived Status of French in the Eyes of our Various "Publics?"**

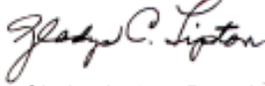
New teachers of French need to learn early that in order to be a fully professional teacher, one must learn about the importance of marketing French to our various publics. Some of us know this intuitively from FLES\* through university levels. Some of us learned when we were forced to learn...when we had to meet specific challenges. And a small minority of us still thinks that "marketing," "selling," "advocacy," "public relations," and "promotion of French" are not essential! You will not be surprised to learn that many AATF members and I believe very strongly that all teachers of French should follow the mandate of our AATF Constitution: "...encourage the dissemination [of French language and culture of France and the French-speaking world] both in the schools and in the general public." Promotion of French begins in your classroom! So, let's go! **NATIONAL FRENCH WEEK, NOVEMBER 4-10, 2000!** Let us focus on getting more people involved in the planning and the activities! Let us make Operation Outreach the theme for NFW 2000...reach-

ing out with our students to students who have never taken French; reaching out to parents, administrators, counselors, school board members, decision makers; getting visibility for French on local and national radio and TV programs; reaching out for all kinds of "photo-ops" for proclamations of NATIONAL FRENCH WEEK and other community-based activities (see report on NFW on page 13).

### TEACHERS OF FRENCH, START YOUR ENGINES NOW FOR NFW 2000!

I am looking forward to seeing you at the AATF Paris Convention, July 17-20, 2000.

Toutes mes amitiés,



Gladys Lipton, President  
[lipton@umbc2.umbc.edu]

## FOREIGN LANGUAGE PROFESSIONALS RECEIVE PRESTIGIOUS ACTFL AWARDS

At a special ceremony during its 33<sup>rd</sup> Annual Convention, the American Council on the Teaching of Foreign Languages (ACTFL) honored ten distinguished men and women for their contributions to foreign language education. The ceremony took place on Friday, November 19 in Dallas, TX. Each award recipient received a commemorative plaque and a cash stipend.

Among the recipients of these ACTFL Awards were the following members of AATF:

- **Dr. Marie-Christine Weidmann Koop**, University of North Texas, Denton, TX; ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture;
- **Dr. Myriam Met**, Montgomery County Public Schools, Rockville, MD; ACTFL-NYSAFLL Anthony Papalia Award for Excellence in Teacher Education;
- **Mrs. Joanna Breedlove Crane**, Montgomery, AL; ACTFL Florence Steiner Award for Leadership in Foreign Language Education, K-12.
- **Mrs. Jennifer Hazel**, Noblesville Middle School, Noblesville, IN; recipient of the French Embassy Travel Grant;
- **Ms. Marcia Parker**, University of Wisconsin at Stevens Point, Stevens Point, WI; recipient of the French Embassy Travel Grant;
- **Mrs. Susan Shourds**, Clayton High School, Clayton, NJ; recipient of the French Embassy Travel Grant.

Congratulations to all these AATF members on their outstanding achievements.

## NATIONAL FRENCH WEEK 1999 AT WHITTIER COLLEGE: PERFORMANCE OF FOUR PLAYS FROM JEAN TARDIEU'S THÉÂTRE DE CHAMBRE

About 350 Francophiles of all ages celebrated National French Week at Whittier College on November 10, 1999. There had never been so many French speakers on our campus in the history of the College. This large audience came from all parts of the larger Los Angeles region to see four plays from Jean Tardieu's *Théâtre de Chambre: Monsieur moi, La Sonate et les trois messieurs, Le Guichet*, and *Il y avait foule au manoir*. Veteran actor and director Claude Beauclair, who heads the theater group *Inter-Europe Spectacles*, led this performance brilliantly along with actors Françoise Majoret and André Nerman.

Clearly, this event marked one of the highlights of the first National French Week in the greater Los Angeles area. It was free to the public and broadly advertised in the print media (*LA Times*, *Whittier Daily News*, *Le Bulletin de l'AATF-SC*) as well as on the Internet. These two factors helped attract all these people to our celebration. The crowd, consisting mostly of high school, college, and university students and professors, as well as of members of Los Angeles Francophile associations came from as far as Westwood, Pasadena, Long Beach, and Fullerton.<sup>1</sup>

This celebration owes a great deal of its success to the enthusiasm, support, and philanthropy of several groups. The Southern California Chapter of the AATF and the National AATF through a Small Grant were absolutely instrumental through their generosity, as well as the *Alliance Française de la Riviera Californienne*. Additionally, Whittier College participated through its French Club, through the office of the Dean and Vice President for Academic Affairs, and through the Department of Modern Languages and Literatures. Several individuals deserve particular praise, namely Dean David Muller, Dr. Jayne Abrate, Dr. Véronique Flambard-Weisbart, Gail de Mallac, Véronique Sweat, David Palmer, Lina Katrova, as well as all my colleagues in the Department of Modern Languages and Literatures at Whittier College.

Our guests' enjoyment and enthusiasm coupled with all the positive feedback following the show, make us look forward to next Fall's performance during National French Week 2000! *Vive la Semaine du Français!*

Marie-Magdeleine Chirol  
Whittier College (CA)

<sup>1</sup>Affiliation on record of some of the

attendees:

- from high schools: Warren High School, Compton High School, St. Joseph High School;
- from colleges and universities: Cerritos College, Pomona College, Whittier College, Biola University, Chapman University, Cal-State LA., Cal-State Fullerton, Cal-State Long Beach, Loyola Marymount University, University of Southern California;
- from Francophile associations: Canadian French Club, *Alliance Française de Pasadena*, *Alliance Française de la Riviera Californienne*.

## CORRIGÉ DES EXERCICES

Corrigé des exercices sur l'article de la *French Review* d'avril 1999. Les exercices se trouvent à la page 14.

- I. a. DEUG=Diplôme d'Études Universitaires Générales
  - b. CREPS=Centres Régionaux d'Éducation Physique et Sportive
  - c. CAPES=Certificat d'Aptitude Pédagogique à l'Enseignement Secondaire
  - d. CNED=Centre National d'Enseignement à Distance
  - e. UFR=Unité de Formation et de Recherche
  - f. DAEU=Diplôme d'Accès aux Études Universitaires
  - g. LEA=Langues Étrangères Appliquées
  - h. MISASHS=Mathématiques Informatique et Statistiques Appliquées aux Sciences Humaines et Sociales
  - i. CTU=Centre de Téléenseignement Universitaire
  - j. ALOES=Aide à l'Orientation dans l'Enseignement Supérieur
- II. Relatifs à utiliser:
- a. dont; b. auquel; c. lesquelles; d. où;
  - e. qui; f. dont; g. que; h. quoi; i. qui; j. Qu'
- III. Fins de phrases proposées:
- a. la semestrialisation
  - b. est de deux ans
  - c. qui ont des enfants à charge ou qui ont un handicap ou qui sont des sportifs de haut niveau
  - d. l'inscription des étudiants
  - e. il faut justifier du baccalauréat
  - f. celui de psychologie, celui de sociologie et celui de philosophie
  - g. changer d'orientation
  - h. n'ont pas à payer de droits de scolarité
  - i. d'évaluer les connaissances des étudiants
  - j. peut suivre des cours du CTU

## A MESSAGE FROM THE EXECUTIVE DIRECTOR

Now that the year 2000 has arrived with much fanfare and few "bugs," it is time to plan for the future. By all reports, National French Week 1999 was a resounding success. So much so, that we intend to make it an annual event. Look at the Web site [<http://aatf.utsa.edu>] for updated National French Week Web pages, and see page 13 in this issue for additional information.

As many of you learned during National French Week 1999, promotion is never wasted. Those of you who were undertaking promotional activities for the first time were often amazed at the positive response and the concrete results. Hopefully, many more AATF members understand why we are always urging you to promote, promote, promote French. We realize that not every member can undertake a large community effort, but even a teacher alone in his or her school can make a tremendous difference, especially by putting students to work.

Many of our 76 AATF chapters sponsored major celebrations involving festivals and contests, cooking demonstrations, job fairs, concerts and theatrical performances, and immersion days. These generated publicity and often media coverage and involved dozens of volunteers and hundreds of students and their teachers. No less important were the many individual teachers who because of limited resources or heavy class schedules could not organize huge public events but were no less creative. Some of their ideas included French menus for the cafeteria often with French food being served, labeling classroom objects in French in other classrooms, convincing the physical education teacher to study cycling and the *Tour de France* that week, having students do posters on French contributions to other disciplines and displaying them throughout the school, doing an "art" exhibit of student-created reproductions of French masterpieces, reading a French fact a day over the school public address system, or a talent show featuring French songs, skits, and music.

Each of these activities and many others served more than the intended purpose of generating publicity for French among students, parents, administrators, and the general public. Teachers and students have been energized. Parents and the public have been educated about the importance of French in the world and its viability as a language to learn. Administrators have been impressed by the students' enthusiasm and creativity and the teachers' initiative and organizational abilities. I would like to invite each of you who participated in

National French Week to share your experiences with a colleague who did not, or better yet, who is not currently an AATF member. Use your experiences to inspire them to participate next year or to join you in a team effort in 2000. Convince a new member to join in order to learn more about National French Week and other AATF promotional ventures.

I would like to offer one cautionary note about promotion. Some of you are enjoying stable enrollments in your classes and have the luxury of supportive administrators and perhaps feel that you do not need to work hard to promote French and your program. **Do not become complacent.** In the past several months, I have received requests from three AATF members who suddenly found themselves with new administrators who felt that offering French was a waste of resources. If a teacher has not been regularly promoting the French program, there is nothing to fall back on in a circumstance like this. If, however, you have the backing of knowledgeable colleagues in other disciplines, former students, parents of current and former students, school board members, or the mayor who was invited to sign a proclamation and attended a National French Week event, you will have a much larger base of support on which to draw in convincing a new administrator that French is indeed worthy of inclusion.

In the year 2000, the AATF also plans to undertake a membership drive. You will read more about this in upcoming issues of the *National Bulletin*. However, we hope that our chapter officers and, indeed, all our members are continually talking with their nonmember colleagues about the benefits of being an AATF member. The AATF tries to represent the interests of all its members effectively. We try to provide useful tools for promoting the study of French, opportunities for members to participate in summer scholarship programs, sound scholarship and practical applications of theory and effective classroom techniques in our publications and through work of our Commissions, national projects, and services such as the *Grand Concours*, National French Week, the *Société Honoraire*, or the AATF Web site. In short, we try to speak for the study of French whenever and wherever possible. Please urge your colleagues to join us and lend their voices to the important work we are doing on the local, regional, and national level.

Jayne Abrate  
Executive Director  
E-mail: [[abrate@siu.edu](mailto:abrate@siu.edu)]

## HOTEL ROOMS STILL AVAILABLE 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
- (9) 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 of the September *National Bulletin* or on the Web site. 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](mailto: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](mailto: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.

## ACADEMIC CREDIT FOR ATTENDING THE 2000 CONVENTION IN PARIS

The AATF is pleased to be able to offer 2000 Paris Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$95. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

### PRELIMINARY SYLLABUS

#### College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Monday, July 17 and concluding at 3:00 p.m. on Thursday, July 20, 2000.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Monday morning, July 17.
- Participants may select from one of the following themes and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
  - ◆ Technology
  - ◆ FLES\*
  - ◆ French and Francophone Cultures
  - ◆ Literature
  - ◆ Language Learning
  - ◆ Teaching Techniques
- Participants will attend a minimum of eight break-out sessions and two joint sessions.

After the convention:

- Each participant will present a written summary of the conference which includes the following:
  - 1) A summary and critique of each session;
  - 2) A simulated letter to the editor of your local newspaper describing how this conference has impacted your future work;
  - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **August 31, 2000**.

If you are interested in receiving one hour of graduate credit, please fill out the form below and return it to AATF Headquarters along with your payment of \$95. This will place your name on the mailing list to receive updated information and official registration materials from Webster University. The instructor for this course will be Brian Kennelly of Webster University [kennelly@webster.edu]. If you already registered along with your convention registration, this form is not needed.

**HELP RESTORE  
VERSAILLES**

The *Parc de Versailles* was severely damaged during the storms that hit France after Christmas. More than 10,000 trees were uprooted as well as 80% of historic 18<sup>th</sup>- and 19<sup>th</sup>-century plantings, and it is estimated that it will cost \$36-38 million to repair the devastation. An international fund has been set up to help replant the trees. For information on contributing, visit [<http://www.chateauversailles.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, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on 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*. 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.

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### One-hour Graduate Credit for the 2000 AATF Convention through Webster University

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (home) \_\_\_\_\_ Phone (work) \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

School Affiliation \_\_\_\_\_ Level taught \_\_\_\_\_

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

# CHAPTER NEWS

## CHICAGO/NORTHERN ILLINOIS

Our own National French Week, proclaimed by Governor George H. Ryan, Chicago Mayor Richard M. Daley, and many suburban mayors, started with a *concours de connaissances* and an art poster contest (the entrants actually did their work in October), then was officially kicked off by a French winemakers' dinner November 4 at the *Hôtel Sofitel* Chicago O'Hare which hosted and closely collaborated with us on most of our activities. The *dégustation* of French wines and the fabulous dinner were followed by a French cooking class on November 6, a Sunday musical brunch on November 7 and a career day on November 10.

### Concours de connaissances

In order to acknowledge the role that technology plays in modern France and in the lives of our students, a *concours de connaissances* was held via the Internet. The 30-question test was multiple-choice or true/false to allow for easy scoring. Mary Lou Jenks created the questions, and Steve Hurder, mathematics professor at the University of Illinois-Chicago and a Francophile, did the technical work. Students accessed the test via the Oak Park-River Forest Web site of which Hurder is the webmaster. The students were told their scores immediately after the test and were able to try again for improvement. Approximately 900 students from 10 different schools participated. The 75 students with perfect scores were entered in a *tombola* from which three winners were drawn. Will Chapman, one of Lori Starck-King's students at New Trier High School, won first prize: breakfast for two at the *Hôtel Sofitel*. Sheila Halani and Augustine Hong, both students of Sue Leibowitz at Glenbrook South High School, won second and third prizes respectively: a dining certificate for Brasserie Jo and two French CD's. Thank you to Samantha Godden-Chmielewicz for mailing out the prizes and Robin Jacobi for sending congratulatory certificates to the 75 students with perfect scores.

Mary Lou Jenks  
Morton East High School

### Poster Contest

The highly successful poster contest for *la Semaine du Français* attracted 106 entries from 29 schools. *Merci beaucoup* to all the students who so creatively illustrated our theme: "Le français est formidable!" Countless guests and visitors saw the display at the *Hôtel Sofitel*, and over 200 voted for their favorites. President Rosalee Gentile kindly arranged for the judging. Robin Jacobi sent certificates of participation to all the students who entered, and

Samantha Godden-Chmielewicz mailed the prizes.

Carolyn Dunoon  
East Leyden High Schools

### Cours de cuisine

Lots of "C's" at the cooking class conducted by Christian Gaborit, *chef de cuisine* at the *Hôtel Sofitel*, on Saturday, November 6. But not as grades, for both conductor and classmates deserved "A+'s" (*20 sur 20*) for their efforts. Dressed in cook's caps and aprons, we learned how to make chicken, seafood and spinach *crêpes*, and *mousse au chocolat*. In what other class category do you get to consume your creations? In addition to four students from McGugan Junior High School in Oak Lawn, there were three culinary moms, plus Robin Jacobi, John Tomme, photographer Laura Long, and overseeing all, the hotel's food and beverage manager Pierre-Louis Giacotto. *Parbleu, délicieux!*

John Tomme  
Waubensee Community College

### Musical Brunch

Students of French from three area high schools provided musical entertainment at the *Hôtel Sofitel* on Sunday, November 7 to celebrate National French Week.

Three students from Homewood-Flossmoor High School arrived with their teacher, Jane Castle, and delighted brunchgoers with their renditions of traditional folk songs and madrigals as they strolled from table to table in Chez Colette, one of the hotel's restaurants. They were accompanied on the mandolin by Jane's husband Mort.

Hotel guests were then treated in the main lobby to a performance on the piano of Chopin's "Fantaisie impromptu" by one of Eileen Walvoord's students from Niles North High School. A sing-along followed, with students and teachers joining three Niles North students performing contemporary and traditional French favorites with audience participation. Included was a "hiking" or musical march around the lobby fountain to the tune of "Un kilomètre à pied."

The event ended with a chorale by students from both East and West Leyden High Schools featuring both early and contemporary French madrigals. Leyden teacher Carolyn Dunoon was joined by other teachers, students, and hotel guests and employees in applauding the student musicians and their teachers admired the authentic merchandise in the hotel boutique and enjoyed the Sofitel Sunday "Funch," including *entrée* and dessert *crêpes*.

Eileen Walvoord  
Niles North High School

## Programme d'automne: l'Hôtel: créer une simulation globale

L'intervenante de notre programme d'automne fut le professeur Michèle Magnin de l'Université de San Diego. Ce programme eut lieu le 30 octobre à *Truman College* dans le *Satellite Learning Center* et dans le laboratoire d'ordinateurs grâce à Mary Robinson, professeur de français à Truman.

Mme Magnin nous expliqua le concept de la simulation globale: un scénario qui permet à un groupe d'apprenants ou à une classe entière de créer un "univers" comme, par exemple, un hôtel (ce que nous avons fait ce jour-là), un village, un immeuble ou une entreprise, et d'animer des personnages en simulant toutes les conditions du langage que requiert le scénario choisi. Une simulation globale comprend une multiplicité de personnages et d'événements qui stimulent l'apprentissage de la langue et de la culture. Les personnages du scénario participent au jeu de rôles et aux événements qui évoluent.

Pour commencer cette simulation, nous avons créé des relations personnelles entre les employés et le directeur général de l'hôtel, puis les relations entre les employés et les clients. On projette des rencontres ou des accidents entre les employés et les clients. Ou bien on peut choisir un événement comme la visite du Président de la République, le millénaire de l'an 2000 ou 2001, une fête, le Carnaval ou le 14 juillet 2000, et préparer un scénario pour les participants (employés et clients) à cet événement. Pour conclure (c'est-à-dire, mettre fin au cours ou au semestre où on a créé la simulation), on peut fermer l'hôtel par sa destruction (une éruption de volcan, par exemple), une rénovation, le tournage d'un film, ou peut-être la vente de l'hôtel à une chaîne; ou on peut projeter l'avenir de l'hôtel dans l'an 2020 et donner des conseils aux futurs gérants.

On doit demander aux participants d'archiver les liens Internet qu'ils trouvent sur un sujet donné. Le prof doit leur donner une grille d'évaluation sur les sites trouvés, consultés, vus, cherchés, comparés ou critiqués. Il faut archiver les données de la simulation: fiches, liens, documents, publicités, lettres. On peut, si l'on veut, faire ce travail avec d'autres professeurs comme partenaires: de gestion d'hôtellerie ou de tourisme, de communication, d'informatique, de géographie, d'histoire ou de droit.

Pour commencer la simulation de l'hôtel, nous nous sommes divisés en petits groupes de quatre ou cinq personnes.

Chaque groupe dut construire son propre hôtel: choisir un continent, une ville, un hôtel avec désignation de qualité (étoiles), nombre de chambres, nombre de restaurants, de bars, genre de loisirs et terrains de jeux offerts. Puis dans chaque groupe on choisit son occupation, son âge, ses responsabilités d'employé ou de client. Alors chaque groupe choisit un événement important qu'on veut promouvoir et on prépare une annonce pour lancer cet événement.

On a beaucoup appris avec Mme Magnin, une intervenante qui nous a stimulés à aller plus loin dans nos cours et qui nous a guidés à trouver beaucoup d'idées pour nos apprenants de langue et de culture françaises. Et en plus, nous nous sommes bien amusés.

Chaque participant a reçu le livre *L'hôtel: simulation globale* (Hachette).

Anne Hebert

Our spring program May 6 will feature a pre-impressionism lecture and gallery tour at the Art Institute of Chicago and include a luncheon and awards ceremony.

John Tomme

Waubensee College

## EASTERN MASSACHUSETTS

This year the Eastern Massachusetts Chapter offered a series of continuing education workshops over five Saturdays, one per month from January through May. Each workshop took place from 9 a.m. to noon. The price for the series was \$60, and 15 professional development points were awarded.

January 15: Présentation des normes des programmes établies par le Massachusetts (Mass Frameworks) par Richard Ladd

February 12: Unités pédagogiques sur: Les traditions et fêtes, par Christiane Fabricant et La Provence par Phyllis Follett

March 4: Comment enseigner la littérature dès le niveau 1 par Lison Baselis-Bitoun et Unité pédagogique sur Haïti par Carole Prospère

April 8: Comment enseigner l'art et la chanson dès le niveau 1, par Lison Baselis-Bitoun et Unité pédagogique sur la littérature enfantine, par Rosanna Moakley

May 6: "Tout finit par des chansons" par Brian Thompson; et une surprise.

In addition, the chapter offered two continuing education workshops for teachers of AP literature, one in January and the other in February. These were offered at a cost of \$40 per workshop. The first was on *La guerre de Troie n'aura pas lieu*, while the second treated *Le Mariage de Figaro*.

## NORTH TEXAS

The Texas chapter, designated a National French Week key site and recipient of an AATF grant, culminated National French week with a *Festival du Français* on November 13 at Mountain View College. The festival spotlighted the talents of over 600 French students from 35 schools in the Dallas-Ft. Worth area, including FLES\* through university students.

Activities included a *Concours de kiosques*, with schools creating displays of over 22 French-speaking areas of the world, a poster contest for students of all ages and abilities, displays of French students' art and crafts, and student vocal, instrumental, and dance performances throughout the day. Special "make-over's" by Sephora and a fashion show of student-created French costumes and "mode" added more spice to the day. Local disk jockey Bill Cody, a favorite of North Texas teenagers, kept the energy level high with French music ranging from Édith Piaf to MC Solar to Angélique Kidjo, as 75 door prizes were distributed to lucky winners. The opening ceremony included the reading of proclamations and messages from President Bill Clinton, Governor of Texas, George W. Bush, Dallas County Commissioner Ken Mayfield, and the mayors of Dallas, Ron Kirk, and Fort Worth, Kenneth Barr. The president of the Dallas French-American Chamber of Commerce, Keith Harvey, as well as the President-Elect of the AATF, Jean-Pierre Piriou also contributed to the excitement generated by the Hockaday Lower School French students' musical "Bonjour" and the African drummers.

The Festival steering committee members included Sherry Dean, Mountain View College, Dr. Marie-Christine Koop, University of North Texas, Helen Lorenz, AATF Region VIII Representative, Marty Brush West, Richardson High School, Sylvia Mawhee, Cedar Hills High School, Julie Hughes, Billy Ryan High School, Denton, Andréanne Bauman, Chapter Treasurer, Sherry Johnson, Chapter Vice-President, and Constance Alexandre, President of AATF North Texas.

### CORRECTION

Les réponses au Quiz sur Paris (*National Bulletin*, January 2000, p. 18) contiennent une erreur. La réponse à la question N° 6 devrait lire "Henri IV s'est marié avec Marguerite de Valois, **sœur** du roi son cousin Henri III, en 1572...."

## NATIONAL FRENCH WEEK GRANTS FOR 2000

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2000 which will take place November 4-10. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. Projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and reaching the widest audience will be given priority.

Proposals from chapters should include (1) the chapter name and the person designated to be responsible for the project (this may be a chapter officer but does not have to be); (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing team or committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including funds contributed by the chapter or any additional funding sources; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the school and local community; (5) a letter of support from the chapter president outlining the chapter's commitment to the project.

Proposals from individuals should include (1) the chapter name where the applicant is located and evidence that the local chapter has been informed of the project; (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing team or committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including evidence of additional means of support which may include but are not limited to support from the local AATF chapter, school or business support, plans to charge entrance fees, support from local French or Francophone agencies or the *Alliance Française*; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the local community.

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2000**. The original application materials and three copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

# REGIONAL NEWS

## REGION VII: WEST CENTRAL

As there has been a change of representative for this region, it was not possible to obtain news from all eleven chapters for this edition. There will be much more news about our activities and efforts in the next Region VII report.

The Downstate Illinois Chapter is currently re-emerging from its long period of dormancy under the leadership of President Gwenne Hickman (Belleville Township High School East), Treasurer Joan Debbie Mann (Southern Illinois University Edwardsville), and National French Contest Administrator John Garvey (University Lab High School, Urbana). They have planned activities for the spring in conjunction with the Illinois Council on the Teaching of Foreign Languages (ICTFL). At the ICTFL-sponsored Winterfest in Urbana on March 18, they offered a *Table française* during lunch for all downstate French teachers. ICTFL has also organized an immersion day at Southern Illinois University Edwardsville for all teachers of French, German, and Spanish on Saturday, April 15.

The Kansas Chapter held their annual meeting in conjunction with the Kansas Foreign Language Association (KFLA) conference in Wichita last November. All members in attendance enjoyed trying out several dances demonstrated by Hetty Bailey with the help of video tapes. Work is now proceeding on the *Week-end à la française* that the Kansas Chapter offers to all French teachers in Kansas and eastern Missouri. This very enjoyable immersion weekend was last held in April 1999; chapter officers are discussing the possibility of organizing another fine weekend in the fall of 2000.

Wisconsin President Jim Radtke invites all AATF members to visit the Wisconsin chapter Web site at [<http://waatf@egroups.com>]. The Wisconsin Association of Foreign Language Teachers (WAFLT) has a Web site for all language teachers, and Ken Fleurant has developed a Wisconsin French Connection Web site.

*La Semaine du Français* was celebrated throughout Region VII. The Minnesota French Week activities were especially successful and serve as an example and model of the activities throughout this region. Molly Wieland, Immediate Past-President of Minnesota AATF, reports that students in the Minneapolis public schools celebrated the French heritage in their city with a mini-tour of historic sites and a visit to Our Lady of Lourdes, complete with *tourtières* and

*voyageur* songfest. In the Duluth public schools, students, parents, school board members, and members of the community enjoyed *La Fête du Fromage* which included cheese tasting, waiter/waitress races, Trivial Pursuit based on the Francophone world, folk dancing, Francophone music and student performances. Both the Stillwater and Hopkins public school students enjoyed music by Francine Roche, as well as special dinners and student performances. Northfield High School students organized *Une Soirée Française* featuring French food and music. Students at Central Junior High School in Forest Lake placed croissants in the faculty lounge with a message indicating "It's National French Week...Have a croissant and enjoy!" This simple activity was very effective in promoting good will. Karen Lewis reports: "At Lake Country School in Minneapolis, the cafeteria lunch menu was written in French and *baguettes* were served with lunch throughout the week, flags of the Francophone countries decorated the tables, and students tasted food from all over the French-speaking world. In addition, P.E. classes focused on soccer during that week. At Normandale Community College in Bloomington, the Ariel Trio gave a concert and Impressionist slide presentation, and at Mankato State University, the highlight of National French Week was a concert by French singer and composer Eric Vincent. Congratulations to all AATF members in Region VII who participated in the first *Semaine du Français*. We look forward to an even greater and more successful celebration for NFW 2000!

Ann Sunderland  
Region VII Representative

## REGION VIII: SOUTHWEST

Region 8 now numbers twelve chapters, a new one having been recognized in South Texas. Among these chapters there are now seven in Texas and one each in Arkansas, Colorado/Wyoming, New Mexico, Oklahoma, and Utah.

The dominant news of Region VIII has been the wonderful response of the French teachers to *la Semaine du Français*. As I read down the lists of activities, I was very impressed by the ingenuity and creativity shown. To say nothing of how EXHAUSTING it must have been for organizers and students alike. Such energy!

Special kudos to Claudine Giacchetti and Therese Murray in the Houston area. Their teachers were particularly inventive and showed great staying power. In addition, we need to recognize the activities of several AATF members in the

Houston Chapter who, every year, have been mounting a kind of miniature *Semaine du Français* by organizing the Texas Symposium which is a celebration in competition form of the achievements of French students in Texas. This year the French Symposium took place on March 3-5. Sandra Miller, Toby Freeman, and Judy Feinstein put their heads together, turned off their other commitments (except for their classes), and mounted this mammoth enterprise. For many years, long before *la Semaine du Français*, these teachers were working to draw attention to students' accomplishments in French. Although not under the ægis of AATF, their herculean efforts nonetheless have served to underscore the mission of the AATF to encourage the study of French and to recognize teacher and student achievement.

Another round of applause to Connie Alexandre, the other officers, and steering committee of the North Texas Chapter for organizing such a successful *Festival du français* hosted and choreographed by Sherry Dean at Mountain View College on November 13 as the culminating activity following *La Semaine*. The enthusiastic participation of local French students was heartwarming. Of particular importance was the presence of President-Elect Jean-Pierre Piriou who led a part of the program. Notable was the input of the Dallas chapter of the French Chamber of Commerce which helped find business members to underwrite some of the expenses. Another exciting outcome is the interest of a French company which is presently investigating the possibility of providing one or two scholarships to encourage business students with an interest in France to enroll in a summer session abroad. More about this later.

In November also, there was a meeting of ACTFL in Dallas. A number of AATF members journeyed there to attend thought provoking presentations some of which were presented by our colleagues. Certain AATF Commissions also took advantage of this time to call mini-meetings. On Saturday, November 20, about 150 AATF members were guests of the *Services Culturels* of the French Embassy at a reception held at the Hockaday School. M. Charles Barrière, Cultural *Attaché* in New York, made a wonderful, encouraging plea to French teachers to hold fast in our goal to continue to expand the interest in French in the U.S. Éric Sacher, Linguistic *Attaché*, distributed a number of prizes to the guests.

Nianna Gustovich, President of the newly-formed chapter of AATF in McAllen, TX reported on the French Escapade which

took place November 6-7. It included a mini *Tour de France* competition, art competitions, Paris Waiter's run, etc. A number of activities were organized between and among the different high schools in the area. On the horizon, planning is underway for a special *concours* in Harlingen (TX) at the Marine Military Academy on April 7 featuring special events/competitions in art, French cuisine, *pétanque*, and recitations.

A hearty welcome to Oklahoma President, Glenda Allen who was elected in October. Robin Tippin, former President of the Oklahoma Chapter, reported that at their fall meeting in Tulsa, Susan Gross from Colorado Springs presented an exciting session on French TPR Storytelling which was well attended. It even drew the enthusiasm of a few Spanish teachers! For French Week at Robin's school they made 3-D Eiffel Towers, offered their versions of impressionist paintings, demonstrated Breton folk dances, played *boules*, indulged their palates in French cuisine. They also displayed French recruitment posters extolling the benefits of French language study. Another activity of particular interest was a high school French immersion day hosted at the University of Central Oklahoma which was attended by several area high schools. It is very gratifying to see the university and high schools working together toward a common goal.

SWCOLT will be meeting in Oklahoma City in 2002, and we're all invited!

On October 6, Helen Guillory, President of the Central Texas AATF, organized a meeting at which she asked me to present a talk on introducing poetry into the French curriculum at levels 1-3. We also discussed the kinds of activities which might be planned for French Week. I had the strong impression that there were many enthusiastic members in that group.

Meanwhile, out in El Paso, Karen Kaminis who is fulfilling the dual role of Chapter President AND Contest Administrator tells me that all is going well. Their activities included a talk made by a native speaker, a *Soirée du Film* along with *hors d'œuvres* and many other food activities, *crêpes salées*, *bœuf bourguignon* tasting, etc.

I will close on a somber note. Despite all the positive attention that was evidenced above by teachers, there are still some areas where the word is not being spread. A chapter president has informed me that there is growing apathy among her membership. No one wants to assume the reins of leadership. This situation has been reported before in other regions as well. It

is disappointing and devastating to teacher morale. I believe, very strongly, that we need to address this issue of waning interest and involvement. We must ask ourselves whether we become members of AATF solely because it looks good on a resume or because it allows our students to compete in the National French Contest! This may be the case where a chapter has a registration of 135 members on the books but only 19 appear at a meeting.

To be continued...

Helen Lorenz  
Region VIII Representative

## MEMBERS' NOTES

### IN MEMORIAM



Former AATF Vice-President (1973-78) and Region IX Representative (1968-73), Jean-Charles Seigneuret passed away on January 19, 2000. Professor Emeritus at the University of Cincinnati, Dr. Seigneret, 62, died in his sleep while on vacation in Florida. A memorial service was held in Cincinnati on February 2. Former students gave brief statements at the service testifying to how important a role he had played in their lives. One said he was frequently the target of Jean-Charles' thrown chalk because of his butchering of French but that it was all in fun and really helped him not make the same mistake again! He refused sloppy and inferior work, Jean-Charles was a hard task-master, yet he did not make students feel like failures—only that they had let him down, which gave them the courage to redo the work well.

After the memorial service there was a party with champagne and good food to celebrate life—not death—at Jean-Charles' request. Again, and more informally, people spoke of their memories of him—some funny, some sad, most about how he had made it possible for them to pursue their studies and how supportive he was of them all.

He was a man who lived life in all its aspects to its fullest, who wanted to experience it all. He was a passionate fan of the Cincinnati Reds and Bengals who let nothing interfere with his season tickets. He attended theater and concerts avidly.

What better way for him to die—on vacation in a warm, sunny climate, in his sleep after a day of enjoying life, good food, good drink—so appropriate to the way he lived.

J'ai rêvé d'être et puis je fus,  
Frisson des jours qui ne sont plus.  
J'ai cessé d'être quand je sus  
Que l'oiseau-fête enfin s'est tu.

Jean-Charles Seigneuret  
(1937-2000)

### CALL FOR PAPERS

AAUSC Calls for Articles for 2001 Volume: *Second Language Acquisition and the Literature Classroom: Fostering Dialogues*, Editors: Virginia Scott and Holly Tucker, Box 6312-B, Vanderbilt University, Nashville, TN 37235; E-mail: [scottvm@ctrvx.vanderbilt.edu]. Submission deadline is **September 1, 2000**. Suggested length is 15-35 manuscript pages. Please follow AAUSC style, published in annual volumes (Modified Chicago B).

This volume will foster a dialogue in which researchers and practitioners in both literary studies and SLA can consider the points of overlap that unite us in order to increase our teaching effectiveness in both language and literature. At the heart of this volume is the notion that American students of FL literature at any level are, after all and always, language learners. For this reason, we must consider FL programs in terms of a continuum in which all levels of instruction are interconnected by issues of acquisition. Contributors will be especially encouraged to consider literature instruction at the intermediate level, where the interrelationships between language and literature instruction are perhaps the most pronounced. The volume will address specifically how existing SLA research can inform the teaching of literature in multi-section and single-instructor courses, and, conversely, what contemporary literary theory might bring to research and methodology in SLA. Particularly welcome are papers that consider curricular issues, models for empirical research design (quantitative and qualitative), methodology, and preparation of TAs and other instructional staff. To reflect the collaborative spirit of this volume, researchers/practitioners in SLA and in literature are encouraged to co-author submissions. All papers must be reviewed by members of the AAUSC Editorial Board before they are accepted for inclusion in the volume.

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## LANGUAGE COURSE FINDER: The Web's Largest On-line Database of Language Schools

For anyone wishing to study a language abroad, there is now the Web site Language Course Finder at [<http://www.language-course-finder.com>] listing more than 5300 institutions teaching 54 different languages from Arabic to Zulu in 77 countries.

With free access to all information provided, the Language Course Finder is available in 19 languages (Chinese, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Hungarian, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Spanish, Swedish, and Turkish) thus allowing the vast majority of people in the world to consult it in their own language.

A truly unique feature of the Web site are the detailed search facilities. From a menu, students can select their study preferences such as location (urban, rural, seaside, mountains, on campus); course type (general, business, academic, special purposes, exam preparation, intensive, total immer-

sion, group sizes, one-to-one, tailor-made, at teacher's home; teacher training, distance learning, tuition by telephone, programs for children, for parent and child, for senior students, for female students only); sports/activities (golf, riding, skiing, tennis, water sports, cooking, painting, music, dancing); special services/accommodation (visa support, airport transfer, student counseling, facilities for disabled students, accommodation in host family, on campus, at teacher's home), as well as additional programs (work experience/internships, further academic studies, work permit during course). Students receive immediately a list of institutions registered under these criteria. Each school is listed with full address details to enable students to make direct contact.

The site also offers detailed background information on related issues such as language tests and certificates in many languages and a broad range of organizations

active in the field of language education.

For further information, please contact, Where+How Language Course Finder, Susanne Thoene, Am Hofgarten 18, 53113 Bonn, Germany; Tel: 49-229-20-11-924; FAX: 49-228-21-19-44; e-mail: [[info@language-learning.net](mailto:info@language-learning.net)].

### Promotional Materials

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

Check out the

- AATF Materials Center (p. 38)
- French Promotional Kit (p. 34)
- New Promotional Flyer (p. 34)
  - National French Week Promotional Items (p. 37)

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# SOCIÉTÉ HONORAIRE DE FRANÇAIS

## Célébrons nos 50 ans!

Sponsors of chapters of *Société Honoraire de Français* who met for breakfast in St. Louis considered several items of business and information. Among these were a progress report on and evaluation of two ongoing projects.

Materials are being collected and created for a handbook for sponsors. These currently take the form of a set of insert pages for a three-ring binder. Sponsors were asked to evaluate materials included to date and to make suggestions of additional pages/topics which would be of help. Contributions of sample invitations, local bylaws, visuals, activities, ceremonies, and other materials may be sent to the address below.

An SHF brochure would be used to promote *la Société Honoraire* to potential sponsors of chapters, to inform students and parents, and to serve as a vehicle for general publicity. Sponsors evaluated three samples and made suggestions for changes and additions.

Avenues for publicity were discussed in light of our goal of 2000 active chapters in 2000. It was suggested that we submit articles to the *National Bulletin*, encourage networking between active sponsors and potential/new sponsors, and that we work toward a Web site linked to AATF.

Concerns were expressed about the effects of block scheduling in situations where continued study is required for continued student membership. Questions have also arisen concerning initial eligibility (grades, exchange students, lack of current enrollment due to the block at the time of chapter induction), continued membership (grades, continued enrollment, conduct), and the requirement of service projects. Adjustments will need to be made in local bylaws so that requirements and responsibilities are clearly stated.

Samples of T-shirts and a new blue/white/red braided cord were on display. The latter is appropriate for wear at induction and graduation. Information about ordering may be obtained from the e-mail address below.

Plans are underway for a birthday celebration in Paris. Join us there for input into decisions which will affect our next half century of service.

### 1949-1950 to 1999-2000: *Fêtons!*

Sharon B. Rapp, President

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# NATIONAL FRENCH WEEK 2000

Start planning now for the second annual National French Week celebration. Join with your local chapter, colleagues in your school and community, as well as colleagues at local colleges and universities to create another exciting National French Week. We decided to keep the dates the same as last year in order to reuse the beautiful National French Week posters which were distributed last year. We will have matching stickers printed that you can use to cover up the year 1999 on the poster. (Send a self-addressed stamped envelope to AATF National Headquarters to receive these stickers; be sure to indicate the quantity.)

We will again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts, and invitations) available for distribution (see page 37). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

Remember that every activity from large to small can be an effective promotional event for the study of French, especially when students are involved. Below is just a brief list of some of the successful activities organized by our members in 1999, proceeding from small to city-wide:

- student-created posters on French or Francophone scientists, artists, authors, engineers displayed in the school or in local places of business;
- a student-created mural featuring famous French or Francophone individuals;
- an exhibit of student-created reproductions of famous French art works;
- a French meal served in the school cafeteria;
- French menus for the regular cafeteria fare;
- inviting colleagues in other disciplines to study units on French-related topics during the week;
- serving croissants and *café au lait* in the teachers' lounge or to the counselors and office staff;
- a French fact a day read over the public address system;
- poster, slogan, cooking, sports, or recitation contests with prizes, of course;
- a job fair featuring local French business or U.S. business that have operations in France;
- a cooking class by a local French chef or baker;
- guest speakers including natives of Francophone countries, artists, authors, performers, or film directors;
- immersion activities (but with outside participation by administrators or elected officials as judges, for instance), Francophone festivals, film festivals, performances;
- a talent show or cabaret featuring all French skits, songs, and music.

These represent just a few of the many creative ideas suggested by our members. Do not forget that one of the key components of National French Week is to involve target audiences beyond our students and their families. Be certain to include counselors, fellow teachers, potential students and their parents, administrators, school board members, and local elected officials in your festivities. Begin working now to obtain a proclamation from your mayor and share it with colleagues in your city. AATF Chapters should begin work immediately to obtain a proclamation from the governor and make sure every chapter member receives a copy. These can be published in newsletters and on posters and shared with the media. University faculty should take a copy of these proclamations and request a similar statement from the university president or provost.

Many of you reported having difficulty getting media attention for your activities this past fall. Media coverage is a key component to a successful National French Week but is not always easy to attract. The media are interested in events not information. Present your news as an event although you may well need to provide background information as well. Court your local journalists and television reporters or, better yet, have your students do it. Don't forget the school newspaper or alumni magazine. Of course, this year you can return with documents, photography, and video from last year's event. Create a schedule for contacting the media with periodic updates both before and after the event.

## CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 4-10, 2000



### NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2000 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- Request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you are not duplicating efforts);
- Order promotional materials, an AATF Promo Kit (page 34) or National French Week items (page 37);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START  
NOW!**

# MOTS CHASSÉS:

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Exercices sur l'article paru dans la *French Review* d'avril 1999, Vol. 72, No. 5.

I. Développez les sigles suivants:

- a. DEUG
- b. CREPS
- c. CAPES
- d. CNED
- e. UFR
- f. DAEU
- g. LEA
- h. MISASHS
- i. CTU
- j. ALOES

II. Reliez les phrases suivantes à l'aide de pronoms relatifs.

- a. Le DEUG \_\_\_\_\_ je parle est un DEUG de langues.
- b. Le DEUG \_\_\_\_\_ il a fait allusion est un DEUG de maths.
- c. Les études pour \_\_\_\_\_ les parents ont payé 10.000 francs sont des études de gestion.
- d. Les CREPS sont des centres \_\_\_\_\_ s'enseignent les sports.
- e. Le jury \_\_\_\_\_ préside le concours d'Agrégation a été particulièrement sévère cette année.
- f. Ce \_\_\_\_\_ les étudiants se plaignent c'est la compétitivité des concours tels le CAPES.
- g. La durée des études \_\_\_\_\_ ce jeune homme envisage est d'environ cinq ans.
- h. À \_\_\_\_\_ donc s'attendent les étudiants qui ne travaillent pas?
- i. Le coefficient \_\_\_\_\_ a été attribué à cette matière est 3.
- j. L'Université \_\_\_\_\_ il a choisie est loin du domicile de ses parents.

III. Complétez les phrases données.

- a. La répartition de l'année universitaire en deux semestres s'appelle la \_\_\_\_\_.
- b. La durée d'études d'un DEUG \_\_\_\_\_.
- c. Bénéficiaire d'un "régime long" les étudiants \_\_\_\_\_.
- d. Le Minitel sert à \_\_\_\_\_.
- e. Pour être admis au premier cycle universitaire \_\_\_\_\_.
- f. À l'UFER "Connaissances de l'homme" sont rattachés trois DEUG différents: \_\_\_\_\_.
- g. Les "passerelles" permettent à l'étudiant de \_\_\_\_\_.
- h. L'avantage offert aux étudiants boursiers est que ceux-ci \_\_\_\_\_.
- i. Les contrôles écrits et oraux permettent de \_\_\_\_\_.
- j. Si un étudiant souffre d'une maladie qui lui interdit de se déplacer, il \_\_\_\_\_.

Le corrigé de ces exercices se trouve à la page 4.

Colette Dio  
Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 25, No. 4. (April 2000). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

# FRANCOPHONE CINEMA, A PRIMER

Francophone cinema is a promising and relatively new language and culture resource for French teachers. Francophone cinema does indeed seem to have a lot to offer: The films present new voices, issues, and perspectives from the Francophone world, and at the same time, provide new materials for teaching and learning. I was first attracted to Francophone films as a way to show my students the importance of French as an international language and to help them experience life in a Francophone country as directly as possible. I began by making lists and watching as many Francophone films as I could and soon discovered the number of films could be overwhelming. I concluded, however, that they offered an effective way to explore *la Francophonie*, and that when grouped together, they constituted an area of research comparable to Francophone literature.

What is Francophone cinema? Essentially, a Francophone film is a French-language film that takes place in a country or region other than France. The writer, director, and actors are usually "local," and the film's narrative reflects the community in some way. Ousmane Sembene's *Camp de Thiaroye* and Claude Jutra's *Mon oncle Antoine* are classic examples of Francophone films from Senegal and Quebec, as are Alain Tanner's Swiss *Messidor* and Jean-Marie Teno's documentary-style *Afrique, je te plumerai* about the socio-economic problems in Cameroon. In reality, though, few films meet all the criteria of a Francophone film. Jaco van Dormael of Belgium wrote and directed *Le Huitième jour* starring the French actor Daniel Auteuil, and the Zairian film *La Vie est belle* was co-directed by Ngangura Mweze, an African, and Benoît Lamy, a European. The latter films would still qualify as Francophone because they meet the basic criteria of **geography, cultural setting**, and especially **voice**, which help distinguish the exotic and the authentic. Classifying a film can be a frustrating and sometimes fruitless experience because film is a very international medium, but grouping films under the banner of Francophone cinema helps us organize a body of work and expands our role as learners and teachers.

It was no surprise that a Francophone film from Belgium, *Rosetta*, won the most recent top-film award at the Cannes Film Festival. Belgium has had its share of award-winning films; *Le Maître de musique* was nominated for an Academy Award in 1989, *Ma vie en rose* won the Golden Globe's Best Foreign Language Film, and *Le Huitième jour*'s Daniel Auteuil and Pas-

cal Duquenne shared best actor award at Cannes. Belgium has a long, successful history in cinema in spite of being divided into two linguistic and cultural camps, the Dutch-speaking north and the Francophone Wallonie, which dilutes production. Switzerland too is divided along linguistic and cultural lines but, like Belgium, has managed to carve out a cinematic presence. There are several Francophone titles, but only a few are well-known or have been widely distributed on videocassette. An exception is the work of Alain Tanner, a filmmaker of the *auteur* tradition who has some 18 feature films to his credit. One of these is *Messidor* in which two girls, a 17 year-old shop clerk and a bored university student, hitchhike through Switzerland and resort first to petty then serious crimes. *Messidor* has all the requisite nature panoramas and reflects the placid, orderly tenor of life in Switzerland that the girls do all they can to disrupt.

African Francophone films come typi-

ten used as an instrument of social and political progress. Manthia Diawara groups films into three broad thematic categories: (1) **(neo)colonial confrontation**, (2) **social realism**, and (3) **cultural identity**. These categories are useful in that they help determine whether a film is primarily about exploitation, alienation, conflicts with the West, or the search for heroes and myths in the pre-colonial past.

Ousmane Sembene is without question the dean of African cinema. He was a pioneer with *Borom Sarret* about a cart-driver on the outskirts of Dakar and *Mandabi* in which an illiterate Dieng gets duped out of his money order. *Mandabi* is considered sub-Saharan Africa's first full-length feature film. Sembene's *Camp de Thiaroye*, about a massacre of expatriated Senegalese troops returning from battle in World War II, is one of the most potent colonial confrontation films. Ousmane Sembene continues to make films and is one of the few African directors with several titles to his credit.

Unfortunately, few of his films are available on videocassette. A totally different film is Ngangura Mweze's *La Vie est belle*. This film is about Kourou who comes in from the Zairian countryside to Kinshasa to find success. Kourou is played by Papa Wemba, in real life a legendary singer/musician known throughout sub-Saharan Africa as well as in Europe. (Papa Wemba makes a cameo appearance in Ngangura's most recent film, *Pièces d'Identité* that won the 1999 FESPACO best-film award.) Ngangura's *La Vie est belle* is a good example of Diawara's social realism while Burkina Faso's Dani Kouyaté sought to retell a major African epic, the thirteenth-century *Sundjata Epic*, in his *Keïta*, *L'Héritage du Griot*.

Francophone films from the Antilles are similar in many respects to their African counterparts. Euzhan Palcy's *Rue cases-nègres* recounts with style and grace the coming-of-age experiences of José during the early 1930's in colonial Martinique. This uncontested Antillean classic has become a favorite among French teachers because of the engaging characters and because of the wealth of materials available to help incorporate the film into instruction. Euzhan Palcy is not the only Antillean film director to achieve success. Christian Lara of Guadeloupe is the most prolific of the Antillean directors with some 10 films to his credit. His films include, among others, *Adieu foulard*, *Vivre libre ou mourir*, and, more recently, *Sucre amer*. Aside from *Rue cases-nègres*, however, Francophone films from the Antilles are difficult to find.



July 17-20, 2000  
Palais des Congrès  
Paris, France

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le français: un pari sur l'avenir!

cally from former French colonies. Countries of the Maghreb, that is, Tunisia, Algeria, and Morocco, have produced a number of notable films but most are in Arabic. There are a few Francophone titles, however: the classic *La Bataille d'Alger* represents a whole group of films on revolution and colonial liberation and still seems valid even after 35 years. Many of the Francophone titles by Maghreb directors are like Merzak Allouache's *Salut Cousin!* about Algerian immigrant experiences in France. Or like Férid Boughedir's *Un été à La Gouette*, a multicultural story in French, Italian, and Arabic that takes place in Tunisia.

A host of Francophone film titles are available by directors from Senegal, Ivory Coast, Cameroon, Congo, and Burkina Faso, among others. Filmmaking in sub-Saharan Africa had its beginnings in the 1960's just after independence. Most films from the early years had social or political agendas because the film medium was of-

Francophone films from North America, that is, Quebec, pose a whole new set of questions. *Québécois* films are similar in many respects to their African and Antillean counterparts even though the cultural and linguistic contexts are very different. For starters, the market for *Québécois* films is relatively small and the resources to make a film are limited. At the same time, *Québécois* filmmakers have to compete with the overwhelming number of imported films, particularly those from the United States. Still, *Québécois* cinema has a long, complex history, and many of the films are world-class.

The classic of early *Québécois* films is *Mon oncle Antoine*, a coming-of-age, rites-of-passage film that takes place just before Christmas in a small asbestos mining town in Quebec during the late 1940's. This film provides a lot of material to learn about Quebec and *Québécois* issues, for example, cultural roots, conflict with Anglophones, family problems, and decadence. And there are ample materials to help adapt *Mon oncle Antoine* for instruction. Another *Québécois* classic is Gilles Carle's *La Vie heureuse de Léopold Z.* This film recounts the adventures of Léopold Tremblay during Christmas Eve. Léopold, a snowplow driver, makes several side-trips during his working day, first to borrow money for a fur coat, to meet his wife's friend Josette at the train station, and to haul a sofa for his boss Théophile. This is a relatively short film, some 68 minutes, that captures Montreal in the mid-60's. *La Vie heureuse de Léopold Z.* is ideal for the classroom because the French is clear and there are no questionable or explicit scenes that would prohibit its use.

Charles Binamé's *Eldorado* and Louis Saïa's *Les Boys* are recent *Québécois* films. *Eldorado*, 1994 is an urban film that follows the lives of four twenty-somethings in Montreal. As you might expect, it's an R-rated film and would be appropriate for only the most advanced students. *Les Boys*, 1997, is a somewhat raunchy film about an irreverent hockey team. *Les Boys* became Quebec's most successful film of all time and was followed by *Les Boys II*. Clearly, Quebec cinema is on an upswing and should no longer be ignored.

Keeping up with Francophone cinema in Quebec, or for that matter in Africa and Europe, has become easier in recent years. Distributors such as Facets, California Newsreel (Library of African Cinema), and the Canadian Film Distribution Center offer a wide variety of films on videocassette. The purchase cost for these films is often reasonable (although still a strain on meager budgets), ranging from \$20 to about \$100. Rentals are also available. The Internet pro-

vides a wealth of current information about films: It is no longer as difficult or time consuming to gather facts about film directors, actors, and production or to find reviews and information on film festivals and awards. I have included a few of the major Internet film sites below.

In addition, there are book-length studies that supply background information on Francophone cinema. Manthia Diawara mentioned above writes about the politics and culture of filmmaking in Francophone Africa. N. Frank Ukadike discusses theory and practice of Black African filmmaking from the colonial beginnings to the 1990's. Mbye Cham edited a unique book on the relatively unknown cinema of the Antilles. Janis Pallister provides a thorough treatment of Quebec cinema in her study which includes sections on historical roots, women directors, literature into film, and film as mirror of society. Peter Cowie's annual *Variety International Film Guide* lists new films by country and provides up-dates on cinema worldwide.

There are also numerous resources, both books and articles, for using (Francophone) films in the classroom. Garrity includes *Mon oncle Antoine* and *La Vie de Léopold Z.* in his *Film in the French Classroom*. Sugarman and Ward prepared a 54-page study guide for *Palcy's Rue cases-nègres*, and more recently, Flore Zéphir outlined a plan for using film documentaries on Haiti for teaching language and culture. It's important to remember that films require special treatment and that students need help in sorting out what to do and what to look for. A viewing guide with some basic vocabulary and grammar is always useful, but in most cases, films are less suited for teaching discrete vocabulary and grammar items than for exposing our students to culture in context. It makes more sense to construct activities, for example, like those suggested by Zéphir and others, that address topics such as greetings, clothing, housing, transportation, daily-life activities, social roles, values, and cross-cultural comparisons. In this way, students take advantage of the strengths of the film medium. Beyond language and culture, Francophone films are also applicable to other areas of the curriculum: cinema studies, literary works on film, historical figures, and gender studies.

Whatever the application, for teaching and learning or just for enjoyment, Francophone cinema is an important resource to us as French teachers. Francophone cinema helps us extend our field of studies, and at the same time, provides dynamic "portraits" of the Francophone world.

## Selected Resources

### Books and articles:

- Diawara, Manthia. *African Cinema: Politics and Culture*. Bloomington, IN: Indiana University Press, 1992.
- Encyclopedia of European Cinema*. Ginette Vincendeau, ed. New York, NY: Facts on File, 1995.
- Garrity, Henry. *Film in the French Classroom*. Cambridge, MA: Polyglot Productions, 1987.
- Pallister, Janis L. *The Cinema of Quebec. Masters in Their Own House*. Cranbury, NJ: Associated University Presses, 1995.
- Sugarman, Judy and Nancy Ward. *Rue cases-nègres*. A study guide. Vernon Hills, IL: FilmArobics, 1995.
- Ukadike, Nwachukwu F. *Black African Cinema*. Berkley: University of California Press, 1994.
- Variety International Film Guide 1999*. Peter Cowie, ed. Los Angeles, CA: Silman-James Press, 1999.
- Viswanathan, Jacqueline. "Approche pédagogique d'un classique du cinéma québécois: *Mon oncle Antoine*." *French Review*, Vol. 63 No. 5 (April 1990): 849-858.
- Zéphir, Flore. "Caribbean Films in the French Curriculum: Strengthening Linguistic and Multicultural Competency." *French Review*, Vol. 72 No. 3 (February 1999): 515-528.

### Internet:

- Internet Movie Database: [<http://us.imdb.com/>]
- Canadian Studies: [<http://canada-acsus.plattsburgh.edu/>]
- Vues d'Afrique: [<http://www.vuesdafrique.org/sommaireframes.html>]
- Festival Panafricain du Cinéma: [<http://www.fespaco.bf/>]
- Selected Film Titles: [[http://www.uncc.edu/colleges/arts\\_and\\_sciences/fornlang/francocin.htm](http://www.uncc.edu/colleges/arts_and_sciences/fornlang/francocin.htm)]

### Distributors:

- Canadian Film Distribution Center  
SUNY Plattsburgh  
Plattsburgh, NY  
Phone: (800) 388-6784
- Facets Multimedia  
1517 West Fullerton Ave  
Chicago, IL 60614  
Phone: (800) 331-6197
- FACSEA  
972 Fifth Avenue  
New York, NY 10021  
Phone: (212) 439-1439
- Library of African Cinema  
California Newsreel  
149 Ninth Street #420  
San Francisco, CA 94103  
Phone: (415) 621-9196

# 73<sup>ÈME</sup> CONGRÈS ANNUEL DE L'AATF

## PROGRAMME PRÉLIMINAIRE

Ce programme reste préliminaire. Nous le publions afin de vous donner une idée des sessions et ateliers offerts. De nombreuses autres manifestations et interventions sont prévues, mais pour le moment elles n'ont pas été entièrement confirmées. Les jours indiqués sont également provisoires et pourraient encore changer avant le mois de juillet. Les intervenants ne devraient point s'y fier. La date et l'heure de chaque session seront communiquées directement aux intervenants.

Nous nous retrouverons au Palais des Congrès avec les congressistes de la Fédération Internationale des Professeurs de Français, organisme qui regroupe les associations nationales de professeurs de français provenant de plus de 120 pays et dont l'AATF fait partie. Chaque association aura son propre programme, mais il y aura une multiplicité d'événements en commun. De plus, le hall des expositions où l'on pourra trouver non seulement expositions, mais aussi cyberspace, café-littéraire, et restauration, et toutes les espaces publiques seront ouverts à tous. Nous vous invitons et encourageons à vous mêler avec vos collègues venant de tous les pays. Cela reste une occasion unique où seront réunis plus de 3000 professeurs de français et où la langue française sera la seule commune.

Le lundi 17 juillet sera journée commune où toutes les activités réuniront les congressistes de la FIPF et de l'AATF. À commencer par une séance d'ouverture où les personnalités du gouvernement français et du monde francophone nous accueilleront. Et qui sait? Peut-être même le Président Jacques Chirac viendra-t-il saluer les congressistes comme, alors maire de Paris, il l'a fait en 1989. Cette séance sera suivie d'une présentation multimédia de TV5 et une réception. L'après-midi nous pourrons écouter plusieurs grands conférenciers. Les congressistes s'amuseront en fin de journée avec le spectacle multimédia *Paristoric*, une introduction à Paris vu à travers ses femmes. En soirée, le Ministère des Affaires étrangères nous offre une réception avant que nous ne nous dispersions dans Paris pour terminer ce premier jour de congrès.

Le programme propre à l'AATF se déroulera mardi, mercredi et jeudi avec toutefois certaines conférences et tables rondes communes aux deux associations. Note: les résumés ont été abrégés. Vous trouverez la version complète sur le site Web [<http://aatf.utsa.edu>] avec des mises à jour régulières jusqu'au congrès.

### SESSIONS

#### le mardi 18 juillet au matin

##### À la recherche de Vinteuil

Intervenant: **Peter A. Machonis**, Florida International University

Cette présentation propose l'expérience auditive de la musique de Vinteuil, compositeur imaginaire dans *À la recherche du temps perdu*. Au lieu de faire correspondre Vinteuil à une entité réelle, nous suggérons que le personnage de Vinteuil est une synthèse, inspirée par plusieurs compositeurs de l'époque de Proust.

##### Candide and Forrest Gump: How Much Are They Really Alike?

Intervenant: **James P. Gilroy**, University of Denver

The remarkable similarities between Voltaire's tale and the popular movie can be used by teachers of French literature as a way of demonstrating how closely the classics reflect our present-day concerns and aspirations. The parallels discussed occur on several levels: characterization, plot, style, world view, and moral.

##### Jardin français et jardin à la française: la conception de l'espace chez les Français et chez les Américains

Intervenante: **Martha Pereszlenyi-Pinter**, John Carroll University

L'ordre, la clarté et l'harmonie marquent le jardin français qui représente l'acte d'appropriation, de civiliser la Nature. À l'aide de

documents et d'illustrations, on démontrera que l'esprit américain se traduit bien mieux par la conception de l'espace dans le jardin français que dans le jardin sauvage à l'anglaise.

##### Cookbooks, Menus, and Manners: Gastronomy and 19<sup>th</sup>-Century French Culture

Intervenante: **Mary Beth Raycraft**, Vanderbilt University (TN)

This presentation focuses on the usefulness of incorporating primary source materials on gastronomy and social etiquette into 19<sup>th</sup>-century literature and culture courses. Using excerpts from cookbooks and etiquette manuals as well as descriptions of dinner parties by Flaubert, Zola, and Maupassant, the presenter will analyze literary representations of dining scenes in the social and cultural context of 19<sup>th</sup>-century gastronomy.

##### Teenspeak: An Asynchronous Cultural Exchange

Intervenantes: **Leonora A. Yates & Carolyn Trombi**, Pilgrim High School (RI)

This unique Web-based course encourages exploration of the target country and its cultural institutions. Using E-pal interviews and Web-based investigations, students learn about teenage mores and culture, examine family life and the educational system, and provide comparisons to American culture.

##### African-American Composers: A French Legacy

Intervenantes: **Rosa Bobia**, Kennesaw State University (GA) & **Jacqueline Konan**, Columbia State University (GA)

The repertoire of well-known African-American composers like William Grant Still and Jim Dédé consists of art songs, folk songs, and children play songs in French. The presenters will provide a discussion of the songs and engage the audience in a song fest.

##### Teaching French to Adults: "Don't Treat Us Like Kids"

Intervenants: **Thomas F. Ratican & Rita T. Mendl**, U.S. Government, OALSR/DOD

Teaching a foreign language to adults is a significantly different experience from teaching other students. For adults, "performance" is often as important as "proficiency." The presenters will discuss what they keep in mind when preparing to teach French to U.S. government employees, demonstrating some of the strategies they use, including sample lessons.

##### Teaching a Multi-Level Class (or How to Run a 3-Ring Circus)

Intervenante: **Joan Chardkoff**, Ouachita Parish High School (LA)

In the best of all possible worlds there would be a different class for each level. In the real world we must often combine different levels. This presentation discusses two fundamentally different approaches and offers suggestions for procedures and grading.

##### Fighting French Teacher Fatigue: Maintaining an Energy Equilibrium

Intervenante: **Mary Jo Netherton**, Morehead State University

The extraordinary demands on French teachers today coupled with lower enrollments leave many teachers feeling hopeless and depressed. Reasonable measures can be taken to improve difficult situations, thereby reducing stress and enhancing the quality of teachers' professional and personal lives.

##### Increasing French Enrollment through Re-invigorated Minors

Intervenante: **Sister Mary Helen Kashuba**, Chestnut Hill College

A minor in conjunction with a major in another field can attract today's students. Using surveys of current minors, along with a program developed through a Title VI Grant, the presenter will examine the curriculum for a minor tailored to Business, Social Studies, Education, Global Studies, and Liberal Arts.

##### Parlons Poliment (A Culture Capsule)

Intervenante: **Jana Brill**, Georgetown College (KY)

Il vaut mieux parler poliment en France, comme nous l'a fait remarquer Polly Platt, et aussi Charles Perrault dans son conte *Les Fées*. Cette présentation expliquera comment préparer la lecture de ce conte en faisant apprendre d'abord le vocabulaire nécessaire dans un *sketch* et en montrant certains objets/jouets.

**Lettres militaires de 1917**

Intervenant: **Lionel J. Lemarchand**, Georgia Institute of Technology

La découverte de lettres censurées écrites par des poilus en 1917 ajoutent à notre compréhension de la littérature dans laquelle est représentée la société de l'époque. Elle permet d'approcher de manière originale l'évolution de la société et des relations entre classes sociales au vingtième siècle.

**Reconsidering Jean Moulin**

Intervenant: **Homer B. Sutton**, Davidson College (NC)

1999 marks the hundredth anniversary of Jean Moulin's birth. Some recent biographical works claim that Moulin was a Communist or an American agent, while other biographers deny these allegations. We shall review the arguments concerning Moulin's allegiances and reexamine his place in history.

**Le Sénégal pour tout le monde**

Intervenantes: **Samantha Godden-Chmielowicz**, Harper High School (IL) & **Jennifer Robinson**, Midwest City High School (OK)

Participants from the 1999 NEH Institute, "*La Francophonie: Literature and Cultural Geography of Francophone West Africa*," will share information for teaching about Africa from their experiences in Senegal and the classroom applications that have been derived from their studies.

**French Fairy Tales for Beginners**

Intervenante: **Leanne Wierenga**, Wittenberg University (OH)

This presentation will focus on the design of a course based on French fairy tales. The discussion will include the choice of texts and videos, various configurations of texts from different centuries, and the introduction of several critical methodologies.

**La Fontaine: Past and Present**

Intervenante: **Eléonore M. Zimmermann**, SUNY-Stony Brook

This presentation is centered on a reading of La Fontaine's and Aesop's fable, "La Cigale et la fourmi." It introduces a technique which encourages a reading that is attentive to the relevance of details and to the cultural differences in the two versions.

**Le Français aux Hawaï: véritable pari sur l'avenir**

Intervenante: **Marie-José Fassiotto**, University of Hawaii

Cette présentation offre plusieurs initiatives du département de langues à l'Université des Hawaï pour inciter les étudiants à étudier le français et la communauté à ne pas perdre de vue la culture française, dans le lieu le plus isolé des États-Unis.

**What Our Students Do and Don't Know About Paris**

Intervenante: **June M. Gill**, California State University, Fresno

What do our students know about Paris? Find out at this discussion of a recent survey of undergraduates. Then follow up with a discussion of classroom strategies for teaching Paris as a motivating part of our French curriculum.

**SPECIAL JOINT SESSION WITH THE FIFP****L'Entreprise et les langues**

Table ronde organisée par la Chambre de Commerce et d'Industrie de Paris.

**Le Fantôme de l'Opéra: gala parisien!**

Intervenante: **Janel Lafond-Paquin**, Rogers High School (RI)

Venez voir les stratégies que la conférencière utilise pour rendre vivants les protagonistes de cette œuvre dont la mise-en-scène est à Paris!

**How to Get an NEH Grant and What to Do with It Once You Have It: Lessons from Studying the Nazi Occupation of France**

Intervenants: **Michael G. Hydak**, Austin School District (TX) & **Eugenia Landes**, Houston School District (TX)

The presenters participated in an NEH Summer Seminar in France to study the Nazi Occupation. They will describe the program, provide practical hints for applying and discuss how they use the information in their classrooms. Resources for teaching the Occupation and the Holocaust will be provided.

**De Jeanne d'Arc au Viêt Nam: la construction de la conscience collective**

Intervenant: **Michael Kline**, Dickinson College (PA)

L'identité collective est une construction qui s'accomplit dans le temps et que contestent des pressions idéologiques. Cette séance fera la démonstration d'un cours de français avancé dans lequel il s'agit de l'identité sociale et culturelle française telle qu'elle s'exprime dans une sélection de lieux de mémoire.

**Exercices for Teaching French Pronunciation**

Intervenante: **Lorin Pritikin**, Francis W. Parker School (IL)

A brief history will be presented on the shift from explicit phonics instruction to the indirect method of teaching French sounds. Video excerpts on the direct and indirect methods will be shown. Audience members will practice phonetic exercises which facilitate the production of various French sounds and intonation.

**Une Approche pédagogique interdisciplinaire à la présence maghrébine dans la France urbaine**

Intervenant: **Christopher Pinet**, Montana State University

Le conférencier présentera des thèmes comme le racisme, la famille, le bidonville, le crime, la tradition culturelle, la condition ouvrière, le conflit culturel et l'intégration et leur représentation dans des œuvres comme *Élise ou la vraie vie* et *La Goutte d'or*, et dans deux films, *La Haine* et *Bye Bye*.

**SESSION SPÉCIALE****Les Défis de la France à l'aube du troisième millénaire: rencontre avec le Sénateur Maman**

Intervenant: **André Maman**, Sénateur des Français établis hors de France

Le Sénateur Maman parlera brièvement de défis auxquels la France fait face à l'aube de ce troisième millénaire. Ensuite il répondra aux questions du public.

**Ils sont venus à Paris**

Intervenantes: **Nicole Amon**, San Jose City College (CA) & **Teresa Myintoo**, California State University-Hayward

Paris agit comme une sorte d'aimant sur le destin des jeunes amoureux des lettres et des arts. Pour certains, Paris les accueillera à bras ouverts, pour d'autres ce sera la misère et la perte des illusions. Nous nous pencherons sur ce phénomène au moment «des années folles» où beaucoup d'écrivains et d'artistes étrangers ne pourront résister au pouvoir magnétique de la grande ville.

**Les Bonnes adresses: 17, rue de l'Odéon chez Adrienne Monnier**

Intervenant: **Marc Bertrand**, Stanford University (CA)

Cette présentation rappelle un des hauts lieux du Paris littéraire et artistique de l'Entre-deux-guerres. La Maison des amis des livres sera plus qu'un point de vente, ce sera aussi un lieu de rencontre entre générations littéraires et de dissémination par les lectures publiques, les expositions et l'édition. La Rue de l'Odéon devient un point d'échanges interculturels inégalé depuis.

**Le Paris fantasmagique et poétique de Julien Green**

Intervenante: **Dominique Van Hooff**, San Jose State University (CA)

Paris sert de toile de fond à plusieurs romans de Green. Il note avec passion dans son *Journal* les décors parisiens qu'il découvre lors de ses déambulations. C'est un Paris insolite et poétique qu'il révèle au lecteur, un Paris plus «recréé» que réel, bien fait pour nous séduire.

**Webbed Feats**

Animateurs, **Judith Johannessen**, AATF Vice-President (MN) & **Thomas J. Cox**, San Diego State University (CA)

The Articulation Commission and its Web site need you to let us know what your problems are and what you and others have done to solve them. We want to share with you what is being done by others, put you in touch with experts, give you the germ of an idea to try. We need your input.

**Middle School Magic for the Millennium!**

Intervenante: **Janel Lafond-Paquin**, Rogers High School (RI)

Come hear about our Francophone cultural projects and share

your enthusiasm and ideas! Join us in the continuing creation of a packet of materials for middle school teachers meant to involve students and enliven classes!

**St. Pierre et Miquelon: Tout ce que vous voulez savoir sur cette collectivité territoriale**

Intervenantes: **Jolene Lichtenwalner**, North Hunterdon High School/Rutgers University (NJ) & **Shelley M. Friedman**, St. Ignatius College Prep High School (CA)

Connaissez-vous ces îles? Qui sont leurs habitants? Pourquoi parlent-ils français? Vous serez transporté dans cette région grâce à l'aide d'une présentation multimédia. Tous les aspects culturels et sociaux seront développés à travers des photos, des diapos, une vidéo et d'autres documents authentiques.

**Cultures française et américaine en vis-à-vis: un projet interactif et collaboratif visant à développer la compréhension interculturelle**

Intervenantes: **Gilberte Furstenberg** & **Katherine Maillet**, Massachusetts Institute of Technology

Cette présentation détaillera un projet novateur visant à développer, dans le cadre d'un cours de langue, la compréhension d'une culture étrangère. Elle montrera le site Web créé à cette intention et son contenu; la méthodologie sous-jacente, les différentes étapes et multiples activités proposées aux étudiants.

**National French Week: Un Succès Fou**

Intervenants: **Joyce Beckwith**, Wilmington High School (MA), **Christian Derobert**, French Library and Cultural Center (MA), **Jacqueline Thomas**, Texas A & M University - Kingsville

Get ready for National French Week 2000! Come prepared to bring back ideas and models for your classroom, your colleagues, your communities, and your AATF chapter: activities, portfolios, essay and poster contests, sponsorships, advertising, publicity, business partnerships, networking, collaborations, and special events! We've done it, and we're here to share our know-how.

**Community, Modernity, Universalism: The French Year 2000 Celebration**

Intervenant: **Michael F. Leruth**, The College of William and Mary

The presentation will examine key elements of the French Year 2000 celebration and will place the festivities in the context of other French public spectacles of the past ten years. Together, these spectacles offer a creative reinterpretation of the French definition of the nation as a universalist community of citizens.

**Promoting French on Campus with Pi Delta Phi, the National French Honor Society**

Intervenantes: **Rebecca M. Valette**, Boston College (MA), **Paul Wood**, Pi Delta Phi President, **Mary Gutermuth**, Pi Delta Phi Executive Secretary, **Nikki Bartlett**, Boston College Chapter Secretary

This session will present various successful Pi Delta Phi activities at Boston College: creation of a Chartres meditation labyrinth, publication of book on a French medieval manuscript, and organization of a museum exhibit of French fans. The audience will be invited to describe their activities.

**Culture With Class**

Intervenantes: **Sharon B. Rapp**, Conway High School (AR) & **Karen Campbell Kuebler**, Wellwood International School (MD)

Presenters will share activities demonstrating strategies for incorporating culture as a component of learning of the other four «C's» of the *National Standards*. Classroom-ready activities are adaptable to all levels.

**Black in Paris: West African, African-American, and Caribbean Writers in the French Capital**

Intervenants: **Judy Schaneman** & **David Collins**, Westminster College (MO)

Focusing on Paris as a cultural site which brought together voices from Africa, the Caribbean, and the U.S., the presenters will examine interactions of these populations from early collaborations like the bilingual *Revue du Monde Noir* to the First International Congress of Black Writers and Artists, suggesting teaching strategies and resources.

**Romans contemporains: Les Femmes parlent**

**Teaching Nathalie Sarraute's *Enfance* in Language Classes**

Intervenante: **Seda Chavdarian**, University of California, Berkeley

The presenter will demonstrate how excerpts of a literary work can be used not only to sensitize students to more traditional thematic considerations but also to teach grammar and culture. We will show how the text is introduced and discussed and how it leads into group-work, written assignments, and testing.

**Love and Patriarchy: Fathers and Daughters in Contemporary Quebec Women's Fiction**

Intervenante: **Lori Saint-Martin**, Université du Québec à Montréal

After much focus on mother-daughter relationships, many Quebec women writers are now including important father figures in their recent works. This paper will explore the father-daughter bond from a theoretical, feminist, and psychoanalytic standpoint by analyzing the relationship in several contemporary novels.

**L'Art du métissage textuel dans *Cantique des plaines* de Nancy Huston**

Intervenante: **Brigitte Roussel**, Wichita State University (KS)

Huston campe un personnage féminin s'adressant à son grand-père qui vient de mourir et dont elle reprend le manuscrit pour l'achever. Plus on avance dans le récit biographique qui sous-tend le projet du livre, plus le livre devient celui de Paula. Le résultat est un mélange savant de biographie et de critique sociale particulièrement subversive envers la religion, la violence et le patriarcat.

**Speaking the Truth: Denial, Discovery, and Consequences in Sallenave's *Viol***

Intervenante: **E. Nicole Meyer**, University of Wisconsin-Green Bay

A woman speaks. She reveals how profound solitude can be, how denial can shape and destroy so many lives. The contradictions that define the novel's protagonist give her life meaning. Students begin to understand how all humans have a tendency to believe "*celle [la vérité] qui vous arrange.*"

**SESSION SPÉCIALE**

**Les Mutations de la famille dans la France d'aujourd'hui**

Intervenant: **Alain Kimmel**, Centre International d'Etudes Pédagogiques (France)

Depuis vingt-cinq ans, la famille française s'est profondément transformée: déclin du mariage et de la natalité, progression du divorce et du concubinage. D'où l'éclatement de la famille «traditionnelle» et l'expansion de nouveaux modes de vie. Afin de s'adapter à ces mutations, les pouvoirs publics prévoient diverses mesures juridiques.

**le mardi 18 juillet l'après-midi**

**SESSION SPÉCIALE**

**Des notes qui sonnent en français: chanson et société québécoises**

Intervenant: **Roger Chamberland**, Université Laval

La chanson a toujours occupé une place de prédilection dans la culture québécoise. Des chansons des coureurs de bois jusqu'à celles qui traversent le quotidien, en passant par les boîtes à chanson et la musique populaire, le répertoire chansonnier est devenu un lieu d'affirmation, de revendications et d'expression d'une culture francophone. Le parcours historique proposé dans cette conférence vise à mettre en évidence la fonction sociale de la chanson, ses réseaux d'influence et ses composantes thématiques.

**Seeds for the Future: Betting on Our Children**

Intervenantes: **Christy Thoren** & **Laurie Ramsey**, University of the South (TN)

This presentation addresses a key issue in the recruitment of future French students in this country: how to teach enrichment

French to elementary school children with limited time and resources. We propose a thirty-week curriculum and suggest how to use currently available materials in weekly, hour-long sessions.

#### **Le Maintien du fait français aux États-Unis**

Intervenants: **Albert Valdman**, Indiana University & **Cynthia A. Fox**, SUNY Albany (NY)

État présent de la situation linguistique en Nouvelle Angleterre et en Louisiane. Présentation des aspects linguistiques et sociolinguistiques du fait français dans ces régions et description des tentatives de maintien des variétés vernaculaires face à la réintroduction du français de référence par le biais de l'école. Présentation de documents oraux et d'œuvres littéraires.

### **SESSION SPÉCIALE**

#### **Le TEF, Test d'évaluation de français**

Intervenante: **Guilhène Maratier-Decléty**, Chambre de Commerce et d'Industrie de Paris

Bilan et perspectives du TEF, conçu par une équipe d'experts et de linguistes. Le TEF est un instrument innovant et fiable pour mesurer rapidement et de manière individualisée les compétences en français général des étudiants et salariés non francophones. Des sessions internationales sont organisées tous les mois. L'ouverture de centres agréés TEF est possible sur demande.

#### **Securing a Place for French**

Animatrices: **Mary Jo Netherton**, Morehead State University (KY) & **Sherry Dean**, Mountain View College (TX)

The complex nature of today's community college student population has had a dramatic impact on the curriculum and extended programs of the modern two-year college. The diversity of the new post-secondary landscape presents powerful challenges to the inclusion of French as a vital and relevant area of study.

#### **Expanding French FLES\* Programs**

Animatrices: **Lena L. Lucietto**, Isidore Newman School (LA) & **Gladys C. Lipton**, University of Maryland-Baltimore County

This session will be devoted to promotional strategies and support for FLES\* K-8 programs, FLES\* advocacy projects, including research and criteria for successful programs, and a sharing of ideas about teaching approaches which contribute to successful programs.

#### **AATF Publications in 2000: Meet the Editors**

**Christopher Pinet**, Editor in Chief, *French Review*, **Jane Black Goepper**, Editor, *National Bulletin*, **Townsend Bowling**, Webmaster, **Colette Dio**, *La Vie des Mots*

The *French Review* is making exciting innovations in the millennium—new rubrics, "*Bloc-notes culturels*" which discussed French cultural life and society during 1998 and "In Your Corner: Focus on the Classroom" which will present successful classroom practice. A Special Issue on pedagogy will also appear. The *National Bulletin* has published exercises by Colette Dio to accompany her column, "*La Vie des mots.*" The Editors will discuss these and other new developments, and Webmaster Townsend Bowling will discuss new Web site developments.

#### **AATF's ATFF in St. Louis, MO**

Intervenants: **June Ricks**, Fort Zumwalt West High School (MO) & **Jean-Louis Pautrot**, St. Louis University (MO)

The Greater St. Louis Articulation Task Force for French (ATFF) was organized to provide a smoother transition for French students as they go from high school to university. Representatives from St. Louis universities as well as area high schools received a grant to hold seminars and paired-member sessions to compare curricula, evaluate placement tests and types of assessment, and discuss instructional methods, materials, technology, interdisciplinary connections, and career opportunities.

#### **Dansons! French and Francophone Folk and Popular Dance**

Animatrice: **Ellen Lorraine Friedrich**, Presbyterian College (SC)

Performing dance with our students ensures a combination of movement and language in classrooms, club activities, and in presentations to schools, parents, and communities. Participants learn dances from the Francophone world and receive handouts with instructions, song lyrics, staging and costume information, and a bibliography, discography, and videography.

#### **Comment enseigner et intégrer la littérature, l'art et la chanson dans un cours de français dès le niveau I**

Intervenante: **Lison Baselis-Bitoun**, Buckingham Brown & Nichols School (MA)

Cette session reprend plusieurs objectifs des *National Standards*. La conférencière vous guidera dans l'acquisition de nouvelles approches d'enseignement de la lecture et de la compréhension d'un texte et d'une image. L'objectif est de vous aider à créer des unités pédagogiques autour de thèmes précis en intégrant ces trois disciplines. Cet atelier sera très pragmatique.

#### **French Responses to Immigrants: Expressions of Social Distance**

Intervenant: **Robert M. Pierce**, SUNY, Cortland

Bogardus' Social Distance Scale is used to measure the attitudes of French university students toward *immigrés* and *étrangers*. Greatest social distance exists with the *Maghrébin* and other Muslim populations. French *identité* and similarities between France and the U.S. are discussed within the context of these results.

#### **Helping Students Understand the Multi-Cultural Nature of French Identity**

Intervenante: **Sally Sieloff Magnan**, University of Wisconsin

Many American students come to French study with limited, even stereotyped, notions of the French. This presentation offers strategies and materials for introducing secondary and postsecondary students to the history and current state of immigration in France and for discussing the delicate notion of racism.

#### **L'Idée européenne de l'identité nationale française: ouverture ou contradiction?**

Intervenant: **Gilles Bousquet**, University of Wisconsin

Ce travail a pour but de confronter le sentiment européen, le projet d'une Europe unie et les difficultés de l'identité française en cette fin-de-millénaire. L'Europe peut-elle ouvrir de nouvelles formes d'identité post-nationales à l'heure où le phénomène de mondialisation culturelle et économique peut exacerber les interrogations étroitement identitaires?

#### **Assessing the Standards: Sample Assessment Items for Standard 1.2 (Interpretive Communication)**

Intervenants: **Robert C. Lafayette**, Louisiana State University & **Nancy J. Gadbois**, High School of Science of Technology (MA)

The presenters offer sample assessment items for Standards 1.2 which reads "students understand and interpret spoken and written French on a variety of topics." They will also share with participants a bibliography of instruments available to assess foreign language learning and proficiency.

#### **Jeux et Florilèges préparant à la dictée de l'an 2000**

Intervenantes: **Marie-Simone Pavlovich**, Northwestern University (IL) & **Rosalee Gentile**, Chicago/Northern Illinois AATF Chapter

Cet atelier se propose d'offrir une révision systématique portant sur des problèmes de syntaxe et de vocabulaire, en commençant par des exercices élémentaires allant à des notions plus difficiles et complexes. Cette session se terminera par une dictée portant sur les difficultés étudiées et conditionnant les participants à la dictée de l'an 2000.

#### **Paris Gratis**

Intervenantes: **Jacqueline Thomas**, Texas A & M University - Kingsville & **Ann Williams-Gascon**, Metropolitan State College of Denver (CO)

Les participants feront un tour virtuel des cafés et bars parisiens fréquentés par certains écrivains et artistes. Grâce aux photos,

extraits littéraires et reproductions d'art, les participants apprendront comment profiter d'une promenade parmi des cafés et bars pour une leçon gratuite sur la vie littéraire, artistique et sociale de Paris.

### **L'Œuvre romanesque de Rachid Mimouni ou l'écriture d'une Algérie en dérive**

Intervenante: **Najib Redouane**, California State University-Long Beach

Cette étude vise à présenter quelques éléments d'analyse de l'œuvre romanesque de cet écrivain. Ce dernier se distingue par une écriture de témoignage, de combat qui vise à dénoncer et à décrire la dérive de l'Algérie depuis son indépendance.

### **L'Interdite de Malika Mokeddem ou sur-vie d'une écrivaine en marge de sa société**

Intervenante: **Yvette Bénayoun-Szmidt**, York University (Canada)

Malika Mokeddem inscrit son identité féminine dans sa totale multiplicité et étrangeté et son refus au totalitarisme. Certains éléments confirment l'existence de tout un jeu péritextuel destiné à solliciter la complicité du lecteur et à orienter le fonctionnement du texte vers la contestation et la protestation.

### **D'un pays à l'autre ou les enjeux du passage dans *Les Yeux baissés* de Tahar Ben Jelloun**

Intervenante: **Rabia Redouane**, Oise/University of Toronto

Ce roman livre un texte où la question de l'usage du français prend une dimension fort intéressante et apparaît comme une nécessité de survie ainsi qu'un désir d'épanouissement pour la protagoniste du roman. Cette jeune immigrée à Paris quitte avec ses parents le Maroc vers la France où l'apprentissage de la langue française lui fait découvrir un monde nouveau.

### **Techniques to Make Literature Come Alive**

Intervenante: **Anne G. Jensen**, Gunn High School (CA)

Many students view poetry, short stories, novels and plays as a part of the curriculum they would rather skip over because they do not enjoy reading. The presenter has developed a variety of techniques and activities which actively involve students in the literature being studied.

## **le mardi 18 juillet le soir**

### **OCCASION UNIQUE POUR LES CONGRESSISTES DE L'AATF**

La Société civile des Auteurs-Réalisateurs-Producteurs et le *Virginia Commonwealth University French Film Festival* invitent les participants au congrès de l'AATF à une projection en avant-première d'un nouveau film français présenté par son réalisateur et/ou acteur(s). **Note:** Space is limited to 320 seats. So please reserve your seat before May 15, 2000 by sending your name(s) via e-mail to [FrenchFilm@vcu.edu] or by contacting Dr. Peter Kirkpatrick at Tel: (804) 357-FILM. The showing will take place at 8:00 p.m. on Tuesday, July 18. This event is free to AATF convention-goers but will require a ticket for entrance so reservations are a must. Guarantee your place now.

## **le mercredi 19 juillet au matin**

### **EXHIBITOR SESSION**

#### **Apprentissage et enseignement stratégique du FLS: Bilan et perspectives d'avenir**

Intervenante: **Christine Besnard**, Glendon College - York University

Après avoir passé en revue des recherches-clés sur l'apprentissage et l'enseignement stratégique des L2 des 15 dernières années, nous en examinerons quelques-unes des applications pratiques. Nous mentionnerons certaines des faiblesses de ce nouveau courant didactique et essayerons de tracer les voies qui nous semblent les plus prometteuses.

#### **Théophile à Paris: Approaches to Teaching *Le Miracle de Théophile* through the Study of Three Local Sculptures**

Intervenante: **Minnie B. Sangster**, North Carolina Central University

This presentation, illustrated with slides, presents a structure for teaching Rutebeuf's 13<sup>th</sup> century *Miracle de Théophile* by studying

the text and three local sculptural examples of the legend. This drama and sculptures are appropriate for study in classes of general survey of French literature, French medieval literature, and interdisciplinary arts and humanities.

### **The Comics of War**

Intervenante: **Clare Tufts**, Duke University (NC)

This session offers a rationale and method for using the *bande dessinée* to teach students of French about the impact of the two World Wars in France. The presenter will give an overview of war-time *BDs*, trace the themes of juvenile political propaganda and lessons on patriotism, and discuss lesson plans and development of course materials.

### **Interpreting Cross-Cultural Images: Franco-American Relations as Portrayed in the French and U.S. Press**

Intervenante: **Michel H. Sage**, West Chester University (PA)

Using a selection of authentic French and U.S. materials, the presenter will demonstrate how to engage students in analyzing political articles as persuasive texts. Systematic comparisons of international events ranging from the recent "McDo" trashing to French participation in NATO will illustrate how language, techniques, and illustration combine to influence readers in their interpretation of a journalistic text.

### **Quelle France (re)connait le *New York Times*?**

Intervenante: **Edward Knox**, Middlebury College (VT)

Plusieurs éléments de rhétorique journalistique—les titres et sous-titres; une distinction factice entre France et Français; le recours à des idées reçues culturelles—concourent à une vision biaisée de la France et des Français, même dans «le meilleur journal américain».

### **We Are in the Same Boat: The French Standards and Their Implications for Articulation Between Secondary and Post-Secondary Institutions**

Intervenante: **Flore Zéphir**, University of Missouri

This presentation will review the various trends contained in the *National Standards* as they have been adapted to French and discuss their implications for the teaching of French. The successful implementation of these standards mandates a sustained collaboration between these two groups. The presenter will explore the validity of action-based research as a viable model designed to enhance such a collaboration.

### **Vive la Semaine du Français: compte rendu d'un succès au Michigan**

Intervenants: **Marie-José Pappas-Delachaux**, Greenhills School (MI), **Olga de Mercouly**, European Academy of Science, Art & Literature, **J. Sanford Dugan**, Eastern Michigan University

Cette présentation explique comment une équipe dynamique a obtenu la collaboration d'une trentaine d'établissements commerciaux et académiques pour mettre en place une série d'événements célébrant la Francophonie. La semaine du 4 au 10 novembre 1999 a connu multiples manifestations: proclamations publiques, expositions, discours, soirées de musique, animations.

### **A Multimedia Approach to *Zazie dans le métro*: Using Music, Video, and the World Wide Web to Teach Language and Culture**

Intervenante: **Kate Paesani Starrett**, Indiana University

This multimedia treatment of *Zazie* includes pre-viewing activities, comprehension questions, and post-viewing activities. Designed for advanced students, it is also adaptable to beginning and intermediate learners.

### **Perceptions de la pauvreté et la lutte contre la pauvreté en France**

Intervenante: **Ada Giusti**, Montana State University

Liberté, égalité, fraternité: la République Française a choisi ces trois mots comme devise. Cependant, pour les milliers de pauvres les notions de liberté et d'égalité sont bien illusoire. La conférencière examinera qui sont les pauvres en France, comment ils sont perçus par les médias et les actions des pouvoirs publics et les associations caritatives pour les secourir.

**Peut-on la chanter encore une fois?**

Intervenante: **Joelle N. Quoirin**, University of Missouri

Ne vous limitez plus à chanter «Alouette» et «Frère Jacques» dans votre classe. Apprenez comment enseigner diverses chansons françaises à vos étudiants pour qu'ils en redemandent. Cette méthode préconise l'emploi des gestes et de la répétition. Soyez vous-même dans mon cours où chanter est un grand plaisir.

**Le Cinéma français sur votre campus et dans votre ville**

Animateur: **Jean-François Brière**, State University of New York at Albany

Cette table ronde présentera à la fois l'état actuel de la distribution du film français aux États-Unis et les structures présentes sur le sol américain pour la promotion du cinéma français auprès des milieux scolaires et universitaires aussi bien qu'auprès du public américain en général.

**À suivre...le VCU French Film Festival**

Intervenant: **Peter S. Kirkpatrick**, Virginia Commonwealth University

Le *VCU French Film Festival* est devenu une manifestation culturelle française unique aux États-Unis de par sa conception et ses activités. Le Festival offre de nouveaux films français qui n'ont pas encore de distributeurs aux États-Unis, présentés par leurs acteurs et/ou réalisateurs, invités de France.

**FACSEA: «Tournées» et «Éclairage»**

Intervenante: **Véronique Godard**, FACSEA

Cette présentation fournira des informations sur les fonctions du bureau FACSEA de New York et sur ses programmes «Tournées» et «Éclairage». L'origine du bureau et sa raison d'être seront expliquées ainsi que les expériences de nombreuses universités américaines ayant utilisé ses programmes.

**Vocation pédagogique du cinéma: pour l'enseignement du cinéma français aux États-Unis: le modèle du VCU French Film Festival en Virginie**

Intervenante: **Françoise Ravaux-Kirkpatrick**, University of Richmond

Cette présentation traitera des stratégies relatives à l'enseignement du cinéma français et des activités pédagogiques associées aux *VCU French Film Festival* et montrera l'importance d'une éducation au cinéma, au langage cinématographique et à son caractère multidimensionnel, et insistera plus spécifiquement sur la nécessité d'un apprentissage pour l'acquisition d'une sensibilité à l'écriture cinématographique française.

**Enseignement du langage du cinéma et de l'audiovisuel dans les lycées français**

Intervenante: **Dominique Coujard**, Lycée Henri Poincaré à Nancy

Cette présentation expliquera certaines des nouvelles méthodes d'enseignement du cinéma et de l'audiovisuel utilisées dans un lycée de Nancy. L'adoption récente d'une option Cinéma pour certains candidats au baccalauréat a eu pour conséquence la création de sites Internet sur l'enseignement du cinéma et l'élaboration de nouvelles approches pédagogiques.

**L'Action de L'Association des Réalisateurs et des Producteurs pour la défense et la promotion du cinéma**

Intervenant: **Michel Gomez**, ARP

L'ARP regroupe de nombreux artistes de l'industrie cinématographique qui travaillent à la protection et à la promotion du cinéma français et européen. L'ARP organise les Rencontres Cinématographiques de Beaune où les professionnels du cinéma débattent des enjeux et des problèmes auxquels doit faire face leur industrie.

**Unifrance: 50 ans de promotion du cinéma français**

Intervenant: **Bruno Berthemey**, Unifrance

Depuis 1949, la charge d'Unifrance est de promouvoir le cinéma français dans le monde. Unifrance compte plus de 600 membres (acteurs, réalisateurs, producteurs et agences). Cette présentation donnera un aperçu des différentes manifestations parrainées ou organisées par Unifrance dans le monde pour favoriser la vente des films français sur les marchés étrangers.

**Aux Accents Citoyens: French Reactions to Spelling Reform**

Intervenant: **Edward Ousselin**, University of Kansas

In 1990, a government-sponsored commission proposed a limited reform of French spelling and grammatical rules. The passionate and largely negative public response revealed an attachment to the very complexity of the French language as an immutable national institution—one that encodes social distinctions and means of exclusion.

**The Language of Advertising: A Barometer of Linguistic Change**

Intervenantes: **Eileen Angelini**, Philadelphia University & **Maureen Wesolowski**, St. Mary's College of California

The debates that have raged in recent years about the encroachments of *le franglais* have focused mainly on vocabulary. More subtly, the very structures of the French language are undergoing profound changes. We will analyze this evolution with special reference to the language of advertising where it is particularly evident.

**Using Biography to Teach Culture and Human Values**

Intervenant: **Raymond Comeau**, Harvard University

Learn how the biographical study of path-breaking individuals such as the Curies, Pasteur, Senghor, Lévesque, and Cousteau, can be used to teach human values and major trends in 20<sup>th</sup>-century French and Francophone culture. A discussion of the uses of readings, media, assignments, class activities, and evaluation will show participants how to create a similar course or course module based on their own interests and values.

**Paris au XXI<sup>ème</sup> siècle: les Grands Travaux**

Intervenante: **Marie-Camille Havard**, Calvert School (MD)

François Mitterrand, un homme visionnaire, voulait que Paris devienne l'emblème du XXI<sup>ème</sup> siècle et le centre culturel de l'Europe. Grâce à son énergie et à sa volonté de fer, une douzaine de «Grands Travaux» ont été réalisés. Paris est prêt à projeter la continuité de la culture et de l'histoire française au tournant de ce nouveau siècle.

**Campus Stories: Français authentique et multimédia**

Intervenants: **Jean R. Cranmer**, University of New Orleans (LA), **Brigitte Roussel**, Wichita State University, **Marie-Thérèse Farmine**, Université d'Orléans (France), **David Jaymes**, Oakland University (MI), **Paul Crapo**, University of Tennessee-Martin

Les conférenciers présenteront des courts-métrages sous forme de *sitcom* et conçus de façon à donner matière à des échanges oraux entre étudiants et professeurs. Accompagnés d'un livret et d'un support pédagogique électronique.

**TV5 and DVD**

Intervenants: **Adam Steg**, Services Culturels à la Nouvelle Orléans & **Townsend Bowling**, University of Texas at San Antonio

Ces nouvelles technologies posent de nouveaux défis technologiques. Quelles sont les questions techniques et quelles sont les solutions pratiques? La valeur des contenus exige une maîtrise des contenants.

**Bridging the Gap Between Classroom and Library: How to Create a Resource Guide for Students of French**

Intervenantes: **Sabine Almut Wolf**, Santa Clara University (CA) & **Elisabeth Remak-Honnef**, University of California, Santa Cruz

The number of print and electronic materials to which students have access is growing daily. This wealth of information can overwhelm even the most sophisticated researchers. The subject expertise, research and pedagogical skills of a librarian and an instructor can be combined to provide a guide to show students how to do research.

**Professional Teacher Standards: Directions for a New Century**

Animatrices: **Susan Colville-Hall**, University of Akron (OH), **Toni Theisen**, Loveland High School (CO)

To better understand the direction of professional teacher standards, we will examine and discuss guidelines and recommendations of other professional organizations and the role of AATF in finalizing these standards. We will also propose ways of providing members the means to attain these standards.

### **Making it Automatic: The Brain and Language Learning**

Intervenante: **Karen Campbell Kuebler**, Wellwood International School (MD)

Synapse, connect, learn language. Second and third language instruction should begin during the brain's critical period for language acquisition. The presenter will demonstrate how the brain uses contextual clues, repetition, music, rhythm, and movement to enhance language learning. Participants will be involved in the presentation and receive handouts of all activities.

## **SESSION SPÉCIALE**

### **Communauté Wallonie-Bruxelles, Cap Nord de la Francophonie: Programmes d'été-bourses d'étude**

Intervenante: **Éliane Levaque**, Communauté Wallonie-Bruxelles

La conférencière présentera la Wallonie et Bruxelles, y compris les aspects géographiques et historiques, les aspects culturels spécifiques et les relations internationales de la Communauté Francophone de Belgique. Les élèves peuvent apprendre le français dans des établissements publics et privés offrant des cours de français avec la possibilité de formations spéciales.

### **Using Puppets to Teach the Fables of La Fontaine**

Intervenante: **Georgette Schmidt**, Jamesville Dewitt High School

Participants will analyze a fable and write a short dialogue which would be spoken by animals or people in the fable. Participants will then make a puppet and present their dialogue in groups. A packet of instructional materials will be distributed.

### **Jacques Doillon, cinéaste de l'adolescence et comment s'en servir?**

Intervenant: **George Santoni**, State University of New York at Albany

Une courte promenade à travers l'œuvre de Jacques Doillon, un des plus grands cinéastes de l'enfance et de l'adolescence et comment utiliser dans nos cours, d'un point de vue culturel et linguistique, ses merveilleux portraits.

### **Romans et Films**

Intervenante: **Catherine Montfort**, Santa Clara University (CA)

Le but de cette présentation est de partager un nouveau cours, «Romans et films: culture, *gender* et classes sociales.» Pour chaque œuvre étudiée, la discussion a porté sur les raisons d'adaptation du roman en film, les caractéristiques de l'auteur transmises par les cinéastes, les aspects culturels, et les films en eux-mêmes: musique, acteurs, voix *off*, gros plans.

### **De la page à l'écran**

Intervenante: **Monique Saigal**, Pomona College (CA)

La présentatrice montrera comment présenter un texte et le film qui en a été tiré. Elle parlera d'un *clip* numérisé pour le mettre sur l'écran de l'ordinateur. Le *clip* sera sur le côté gauche de l'écran et à droite le texte qui lui correspond. La conférencière montrera les différences et les ressemblances entre les deux média.

### **Women's Perspectives in the Novel and Film Class**

Intervenante: **Katherine Stephenson**, University of North Carolina, Charlotte

Film as a medium suffers more from commercial constraints than does literature. Thus, comparing women's novels to their film treatments provides a useful method of highlighting women's perspectives often central to such novels that get left out of interpretations by media still marked by the dominant cultural tradition.

### **Pedagogy and Technology in the Literature Classroom: A Case Study**

Intervenante: **Julia K. DePree**, Agnes Scott College (GA)

The presenter will share her experience using technology in the literature classroom. She will distribute examples of online course materials and assessment results in order to describe student reactions. Technology can indeed enhance the teaching of literature through improved opportunities for process writing, peer editing, and outside reflection.

### **Échantillon varié d'activités interactives sur Internet pour la salle de classe**

Intervenante: **Catherine Marin**, Georgia Institute of Technology  
Illustrer la présence française sur l'Internet pour dépasser l'image passéiste figée que beaucoup se font de la France et pour la présenter projetée dans le nouveau millénaire comme ayant déjà sa place dans le village planétaire dans lequel nous vivons désormais. Nombreux exemples d'activités remis aux participants dans dossier individuel.

### **Le Québec en ligne: culture, communication, et formation professionnelle continue**

Intervenante: **Linda Emanuel**, Lock Haven University (PA)

Cette intervention traitera des sites Internet qui offrent des documents authentiques ciblant la connaissance du Québec, la pratique communicative de la langue et la formation professionnelle des enseignants.

### **Torn Between Three Continents: Exile, Alienation, and the Search for Identity in Maryse Condé's *Une Saison à Rihata* and Myriam Warner-Vieyra's *Juletane***

Intervenante: **Debra Popkin**, Baruch College CUNY

This presentation focuses on two novels from Guadeloupe whose female protagonists' journeys spans three continents. Issues of racial and class prejudice, the rejection of their native land, experiences in France, fascination with Africa, marriage to African men, and gradual disillusionment with life in Africa will be discussed.

### **Dans l'œil du cyclone: violence et espérance dans les textes caraïbes**

Intervenante: **Maag Mitton**, Dyson College, Pace University (NY)

S'appuyant sur la discussion de *L'Espérance macadame* de Gisèle Pineau et du récit bilingue de Félix Morisseau Leroy, *Ravine au Diable*, cette présentation suggère des stratégies de lecture du thème de la violence naturelle et la violence humaine dans les textes caraïbes. Distribution d'une bibliographie pratique.

### **L'Aïeule dans la littérature africaine féminine**

Intervenante: **Geraldine O'Neill**, Pace University (NY)

Comment comprendre la tradition sans comprendre la personne qui la représente? Cette discussion de trois ouvrages africains, *L'Appel aux arènes*, *L'Amour et la fantasia* et *Une si longue lettre* montrera l'effet soit maléfique soit bénéfique de l'aïeule dans l'âme et par conséquent dans les actions de ses descendants en train de se découvrir.

### **Femmes telluriques dans l'œuvre de Simone Schwarz-Bart et Jovette Marchessault**

Intervenante: **Eileen Burchell**, Marymount College (NY)

Exploration de la vision poétique d'une guadeloupéenne et d'une québécoise la femme tellurique comme médiatrice de la créativité et de la parole dans *Pluie et vent sur Tulumée* *Miracle* et *Comme une enfant de la terre*.

## **le mercredi 19 juillet l'après midi**

### **Les Facteurs de la réussite scolaire en France**

Intervenante: **Marie-Christine Koop**, University of North Texas

Cette session analysera les principaux facteurs qui affectent la réussite scolaire: l'origine sociale, le sexe et le type d'établissement fréquenté qui jouent chacun un rôle dans le parcours scolaire des élèves. Des documents et des sources de références seront disponibles.

### **Le Front National: 1972-2000**

Intervenant: **Joseph Marthan**, Richard Stockton College of New Jersey

Cette communication se propose de dresser le bilan critique de l'histoire du Front National depuis sa fondation en 1972. Groupuscule insignifiant à l'origine, le FN allait devenir le troisième parti de France pour finalement éclater lors des élections européennes de 1999.

### **Teaming Up for Travel: Interdisciplinary Study in France**

Intervenantes: **Adelia Williams & Geraldine O'Neill**, Pace University (NY)

This presentation with slides will look at two distinct approaches to college-level courses to France—a travel course, "France: A Study of Culture in Context" which was paired with a marketing course and "From Medieval to Modern: French Art and Literature," a course which was paired with Art History. In both cases, French professors teamed up with colleagues in other departments to create unique opportunities for undergraduates.

#### Cléamis: A Keypals Project

Intervenants: **Carla Guerard & Chuck Merritt**, Palo Alto Senior High School (CA), **José Sanchez**, Lorrez-le-Bocage (France)  
The presenters will offer a detailed explanation of how to run a keypals project. The purpose for communication, in Cléamis, is a structured exploration of culture in which students interpret their own culture while investigating that of their keypals.

#### (Re-)Claiming a Slice of the Classroom Pie: Techniques for Incorporating Vocabulary Acquisition More Seamlessly into the French Classroom

Intervenant: **Charles L. Pooser**, University of Louisville (KY)

This presentation will explore practical ways to introduce effective vocabulary acquisition strategies. Recent research in lexical acquisition will strongly inform this presentation as we demonstrate how the lexicon can become a more integral part of instruction while maintaining the focus on broader communicative goals.

#### Les Simulations à cheval sur les siècles

Intervenantes: **Michèle Claude Magnin**, University of San Diego (CA) & **Véronique Flambard-Weisbart**, Loyola Marymount University (CA)

Nous sommes nombreux à enseigner des cours de culture et de civilisation françaises. Il arrive cependant que nous soyons à court d'inspiration pour couvrir sérieusement le programme tout en créant un contexte divertissant et interactif facilitant l'apprentissage. Comment la pratique des simulations peut-elle nous aider?

#### Taking French into the Next Century

Intervenants: **Steven J. Loughrin-Sacco**, San Diego State University, **Eileen Angelini**, Philadelphia University, **Jo Ann Hinshaw**, University of Maryland at College Park, **E. Nicole Meyer**, University of Wisconsin-Green Bay

A panel of presenters will discuss the progress completed during the first year of a three-year \$351,972 U.S. Department of Education grant received by the AATF that is designed to regain French enrollments at all levels of instruction. Discussion of activities in years 2 and 3 of the grant will follow.

#### Standards in Action: Teaching Practices Revitalized

Intervenantes: **Rebecca M. Valette**, Boston College (MA), **Margot M. Steinhart**, Barrington High School (IL), **Lena L. Lucietto**, Isidore Newman School (LA)

The newly published volume of the *National Standards* including their adaptation to learn French can emerge as a dynamic catalyst for reflection on curriculum and challenge teachers to take another look at teaching practices. The presenters consider how the French standards have inspired them to enhance and to re-energize their French programs for elementary through post-secondary students.

#### Le Grand Concours 2000-3000

Intervenante: **Sid Teitelbaum**, Director, AATF Grand Concours, **Lisa Narug**, Chair, Computer Operations and Scoring, **Hélène Sanko**, John Carroll University, **Margaret Dess**, Chaperone

Come listen, admire, and congratulate the seven students who placed First in their respective levels and divisions and passed a rigorous oral interview in Le Grand Concours 2000.

#### Nouveau Regard sur *Rencontres essentielles* et la Francophonie

Intervenantes: **Cheryl Toman**, Millikin University (IL) & **Thérèse Kuoh-Moukoury**, Author (Paris)

Thérèse Kuoh-Moukoury est la première romancière francophone camerounaise. *Rencontres essentielles* a une importance historique et un message universel. La présentatrice

parlera des idées pour incorporer ce roman dans les cours de français. L'auteur donnera ses propres interprétations de son œuvre et parlera de son rôle dans le développement de la littérature africaine francophone.

#### Teaching the Real Cyrano de Bergerac

Intervenante: **Carol Walker MacKay**, University of Southern Indiana

This presentation will offer suggestions for using Cyrano's life and works in a variety of ways that may be adapted for a semester course, a literary survey course, or a unit in high school or middle school. Teaching approaches will be rehearsed and an annotated syllabus provided.

#### Promotion in Motion—Focus on Success!

Intervenants: **Raymond Comeau**, Harvard University (MA), **Joyce Beckwith**, Wilmington High School (MA), **Jacqueline Thomas**, Texas A & M University - Kingsville

The goal of this meeting is to share promotion, recruitment, and retention strategies leading to successful French programs at all levels. Practical suggestions for reaching administrators, counselors, parents, students, and the community will be discussed. Handouts include a recruitment questionnaire, a promotion checklist, suggestions for National French Week, and brochures prepared by members of the Commission.

#### Le Cinéaste au masque d'enfant: un regard critique sur une société

Intervenantes: **Anna Norris**, Michigan State University & **Carol S. Altman**, University of Denver/Graland Country Day School

Présentation, analyse, et discussion des extraits de trois films: *La Rue Cases Nègres*, *Au Revoir les enfants*, *Les 400 Coups* pour découvrir comment les grands cinéastes ont critiqué la société tout en se servant du thème de l'enfance pour réaliser certains effets artistiques et qualités affectives qui ont fortement ému le public.

#### Motivating Students by Making Language Learning Relevant

Intervenantes: **Judith Frommer & Marie-France Bunting**, Harvard University, **Margaret Haggstrom**, Loyola College (MD)

Many students fail to see the relevance of their foreign language study to their own lives. Participants will learn how to develop activities that will help language students discover links between the language and culture(s) they are studying and their individual interests, areas of specialization, and career goals.

#### Différences culturelles et applications dans la salle de classe

Intervenant: **Christian Derobert**, French Library and Cultural Center

Au delà des stéréotypes cet atelier permet une approche rationnelle des différences culturelles. Cet atelier très interactif et amusant, s'attache à leur découverte par les étudiants et leur application immédiate aux sujets de cours. Ces différences serviront de support à l'analyse de la vie en France, du formalisme des Français etc... Un polycopié sera remis aux participants.

### SESSION SPÉCIALE

#### La Réforme des Examens

Intervenante: **Guilhène Maratier-Decléty**, Chambre de Commerce et d'Industrie de Paris

Pour mieux répondre aux attentes de professeurs et partenaires nord américains et assurer une meilleure adéquation de ses certifications aux réalités du monde professionnel, la CCIP a engagé une profonde réforme: (1) création d'un nouvel examen, le Certificat de Français Professionnel (CFP); (2) Modification des structures et des modalités et techniques d'évaluation; (3) mise en place des nouveaux examens dès septembre 2000.

#### La Traduction du verbe à particule anglais dans *Alice in Wonderland*: l'expérience des traducteurs-stagiaires anglophones

Intervenant: **Fred M. Jenkins**, University of Illinois

Le verbe à particule anglais (*bring back*) représente un obstacle significatif pour l'apprenti-traducteur anglophone cherchant son équivalent français. La comparaison d'une vingtaine de traductions

d'*Alice* offre au moins six solutions-modèles. Le conférencier examinera davantage ces phénomènes et présentera une hiérarchie provisoire de difficulté pour les étudiants.

### Quelques repères linguistiques et méthodologiques sur les traductions de «*then*» dans *Alice in Wonderland* à partir d'une étude comparative

Intervenant: **Michaël Vallée**, Université de Poitiers

*Then* est très polysémique et ne peut être rendu par un marqueur seul en français. Le conférencier propose de démontrer qu'il existe des critères linguistiques permettant d'opter pour une traduction spécifique en français malgré une certaine instabilité chez les traducteurs pour certains contextes. La temporalité en anglais et bien plus marquée qu'en français.

### Of course you know what «it» means

Intervenant: **Douglas A. Kibbee**, University of Illinois

Les "petits mots" sont souvent les plus difficiles à traduire. Dans une série de phrases Lewis Carroll met en jeu (de mots) certaines difficultés de l'emploi du mot *it*, sans antécédent, en anglais. La traduction de ces phrases révèle d'intéressantes divergences entre les systèmes pronominaux du français et de l'anglais.

### France and the European Union in the Secondary Classroom: Materials and Methods

Animatrice: **Patricia W. Cummins**, University of Toledo (OH)

Intervenants: **JoAnne Bratkovich**, Proviso West High School (IL), **Kim Young**, **Denise Wiederhold**

Secondary teachers will present materials created for their classes using publications from the European Union and materials available from the European Union Web site. They will present advice on how to reinforce the textbook using such materials in class. Comments apply equally to the first four semesters of college.

### Why Not Tourism? Why An Exchange?

Intervenant: **Jane Black Goepfer**, Holmes High School (KY-Retired), **Brenda B. Benzin**, Buffalo State College (NY), **Barbara P. Ransford**, Camden Fairview High School (AR), **Huguette Tisot**, Lycée Georges de la Tour (France)

This session explores the advantages of exchanges between high schools and *lycées* over mere tourism. The panelists, who have all had on-going exchanges, and some of their French colleagues discuss ways to organize these exchanges as well as the problem areas of such exchanges and propose some remedies.

## le jeudi 20 juillet au matin

### Le Jardin des Tuileries, son histoire et ses jardiniers à travers les siècles

Intervenante: **Hélène S. Sanko**, John Carroll University (OH)

Le Jardin des Tuileries fut témoin de plus de cinq siècles d'histoire de France. Au XVII<sup>ème</sup> et XVIII<sup>ème</sup> siècles la renommée de ce Jardin se confirme et son plan est reproduit dans les Planches de *l'Encyclopédie*. Le Jardin est l'endroit où Le Nôtre a fait ses premières preuves avant d'aller aux châteaux de Vaux-le-Vicomte et Versailles. Visite guidée (**pré-inscription obligatoire et gratuite; contactez [akwalsh@siu.edu] afin de réserver votre place**).

### French Through Food, Food for Thought

Intervenante: **Andrée Grandjean-Levy**, Cornell University (NY)

Une solution pour inciter les étudiants qui ne se destinent pas forcément à la littérature à lire des textes variés, à améliorer leur sens de la langue et de la culture et à mieux écrire: créer un cours à thème.

### Le Français à travers la poésie

Intervenante: **Dulce M. Goldenberg**, Miami Senior High School

This project is designed to provide students with an opportunity to discover the beauty of poetry while they develop language skills. The poems and activities as well as methods of assessment, will give teachers an alternative way to attain the objectives and evaluate performance. The teacher will be able to integrate the four language skills and meet the state and *National Standards*. In French.

### La France sur un caillou—St. Pierre et Miquelon

Intervenante: **Louise B. Dumont Méthot**, Dover-Sherborn Regional Middle School (MA)

La conférencière vous invite à découvrir une petite parcelle de France située dans l'Océan Atlantique. Elle vous propose une vue de l'archipel à travers son histoire, sa culture et ses traditions, son témoignage du passé et son avenir inconnu, la beauté de la nature sauvage. Les participants recevront des activités pratiques pour la salle de classe.

### Teaching French Cinemawith a Focus on Cultural Comparisons

Intervenante: **Jane W. Romer**, Elon College (NC)

Hollywood has remade numerous French films, including *Le Retour de Martin Guerre* and *À Bout de souffle*. What do the differences between the French and American versions reveal about the two cultures? This presentation describes a college course which focuses on these questions.

### Restructuring Intermediate Courses: A Means of Increasing Enrollments

Intervenante: **Germaine Baril**, University College of the Fraser Valley (Canada)

A restructuring of traditional two-semester sequences into a series of truly independent, modular, one-semester units will in part address the problem of students who wish to continue studying French but who experience scheduling conflicts. At the same time the particular needs and interests of students coming from different backgrounds and having different goals are met.

### La Littérature francophone: son rôle dans le high school américain

Intervenante: **Nora Kelting**, Wichita High School West (KS)

La conférencière présentera des poèmes, des extraits, et des chansons tirés de la littérature francophone qui sont à la portée des jeunes. Ces morceaux les intéressent et leur montrent l'importance de l'expression française dans le monde.

### Teleconferencing with the French-Speaking World

Intervenante: **Stacey Katz**, Montclair State University (NJ)

This presentation is based on the teleconferencing project being conducted by Montclair State University and two universities in France. The presenter will provide pedagogical materials and information about setting up such a program as well as outline the benefits and drawbacks of teleconferencing.

### Le Français en marche

Intervenante: **Sylvie Rockmore**, Carnegie Mellon University (PA)

La conférencière prendra en compte les changements et additions à la langue française dans ces dernières décennies. Elle essaiera de les replacer dans le débat pérenne sur la langue et finalement de replacer celui-ci dans une perspective plus globale qui engloberait la politique culturelle.

### Le Théâtre de Fatima Gallaire et le cours de littérature francophone

Intervenante: **Gisèle Kapuscinski**, Monterey Institute of International Studies (CA)

Le théâtre de Fatima Gallaire se prête particulièrement bien à l'enseignement de la littérature et la culture maghrébines. Après un court survol de l'œuvre de cette auteure, deux de ses pièces seront analysées. Des techniques pour leur utilisation pédagogique seront démontrées.

### Reading Cultural and Racial Diversity through Francophone Literature: Calixthe Beyala's *Le Petit Prince de Belleville*

Intervenante: **Janice Spleth**, West Virginia University

Incorporating Francophone texts into the syllabus offers an opportunity to celebrate racial and cultural diversity and to raise pertinent questions about racism and discrimination. Beyala's *Le Petit Prince de Belleville* serves as an excellent point of departure for discussing these issues both as general social concepts and within the context of the French immigrant culture.

### Bet on French to Improve Students' Standardized Test Scores

Intervenantes: **Anna V. Lambros**, North Forsyth High School (GA) & **Lorabeth Stroup**, Lovejoy High School (GA)

High priority on standardized testing requires that French instructors redirect a portion of their instructional time to enhance the test-taking skills of their students by including standardized testing type questions in their instruction. This presentation will focus on methods to incorporate exercises in analogies, derivatives, and sentence completion examples in French.

**Crêpes for Credit: French Cuisine as Part of a First-Year Curriculum»**

Intervenante: **Helynne H. Hansen**, Western State College of Colorado

This presentation will offer suggestions on how teachers can encourage even their beginning students to become adventuresome in the art of French cooking, to share their projects—*crêpes*, *quiche*, pastries, *mousse*, with their classmates, and to gain points for their creativity toward their course grade.

**La Plume et le pinceau: maîtresse et voilage de l'âme**

Intervenante: **Mary C. McDonnell**, Université de Rouen (France)

La beauté féerique et inapprovoisée du Berry et de la Marche émerveille toujours et provoque son influx magnétique. Maurice Rollinat, poète-musicien, prit sa plume pour livrer sa vision reposante ou hallucinante de la région. De même, impressionnistes et fauves: Gauillaumin, Maillaud et Detroy...y brossèrent leurs tableaux en plein air.

**Les Ados...captifs devant vous dans une classe de 80 minutes: comment y survivre**

Intervenants: **Richard Ladd**, Ipswich High School (MA), **Nancy J. Gadbois**, High School of Science & Technology

Trois partisans du *long block* préfèrent ce système pour enseigner. N'importe quel système offre un bloc où on peut engager tous, même les élèves moins doués. La réaction des lycéens, les désavantages du bloc et plusieurs trucs à employer seront discutés.

**Évaluation de la compétence orale par ordinateur? Cela se peut!**

Intervenante: **Janet Flewelling**, University of Windsor (Canada)

La conférencière présentera un logiciel qui permet d'évaluer la compétence orale des étudiants par ordinateur. Quels sont les avantages d'une telle technique d'évaluation? De quoi le logiciel est-il capable? Comment pourrait-on l'incorporer dans un programme d'enseignement?

**Intermediate-Level Curriculum: Matching Student Needs with Instructional Materials and Activities**

Intervenantes: **Linda L. Harlow**, Ohio State University & **Judith Muyskens**, Colby-Sawyer College (NH)

French teachers continually seek to improve methodologies and overall programs, but are we prepared to meet student needs in the new millennium? This presentation will review research that uses needs analysis to address this issue. A checklist for developing instructional materials and activities at the intermediate level will be presented.

**Vertical Team as a Means to Enhance the French Program**

Intervenante: **Renée White**, Greenhill School (TX) & **Mona Mulhair**, Las Lomas High School (CA)

*Vertical articulation* est la méthode d'enseignement suggérée pour tous les niveaux afin de commencer la préparation à l'examen AP dès la première année de français. Cet atelier offre deux techniques d'enseignement de la poésie et de la lecture à tous les niveaux. Ces deux sujets, lorsqu'il s'agit d'une langue étrangère, peuvent beaucoup intimider les jeunes.

**Le Témoignage de Rémi Tremblay ou l'histoire américaine au service de l'enseignement des langues et de la culture**

Intervenants: **Margaret S. Langford**, Keene State College (NH), **Monique Lebrun-Brossard**, Université du Québec à Montréal, **Louis Brossard**, Université du Québec à Montréal

Trois perspectives sur Rémi Tremblay et son roman *Un revenant* offertes par un historien, une linguiste et une professeure de français langue seconde. Les conférenciers parleront de la perspective historique et de la valeur de témoignage du document, de son utilisation dans l'enseignement de la culture franco-

canadienne et de comment on peut s'en servir, concrètement, pour enseigner la langue.

**L'Avenir...c'est les enfants et les nouvelles technologies**

Intervenants: **Thomas Durnford**, Keene State College (NH) & **Yvon Guillon**, Université Rennes 2 (France)

Les conférenciers présenteront une méthode d'initiation au français langue étrangère destinée aux enfants de l'école primaire, qui privilégie l'oralité et l'apprentissage par le jeu. Elle associe un programme interactif d'acquisition individuelle à un travail collectif de communication, en classe, basé sur les jeux de rôles.

**Le Monde virtuel et l'apprentissage FLE: Ce qu'on propose, ce que les étudiants désirent, et ce qu'ils choisissent**

Intervenant: **Jean-Louis P. Dassier**, University of Southern Mississippi

Cette étude recueille des données statistiques et qualitatives pendant un cours de Français Langue Étrangère (niveau intermédiaire) pour déterminer (a) comment les étudiants utilisent l'Internet en dehors du cours, (b) comment les étudiants utilisent l'Internet pour le cours, (c) quelle utilisation d'activité Internet les étudiants recommandent pour optimiser l'apprentissage FLE.

**Developing Reading Strategies for Francophone Texts**

Intervenante: **Sharon L. Shelly**, College of Wooster (OH)

This presentation will focus on addressing sociolinguistic variation in language classes. Excerpts from Francophone texts will be used to demonstrate lexical, morphological, syntactic, and stylistic diversity. The presenter will illustrate a variety of techniques for developing students' reading strategies.

**The Teacher as Impresario—Getting Everyone Into the Act**

Intervenantes: **Claudia Hommel**, Chicago Cabaret Professionals (IL), **Suzanne Sharer**, John Hersey High School (IL), **Cosima Hasenstein**, St. Thomas More High School (LA), **Lorin Pritikin**, Francis W. Parker School (IL)

The new standards are encouraging teachers to use multidisciplinary and contextual approaches to foreign language instruction. Funding sources are promoting the use of arts in education. Put them together and you, too, can be an arts presenter in your school. The presenters suggest ways to get your students and other departments into the act.

**Nonverbal Communication in Foreign Language Instruction**

Intervenante: **Linda Quinn Allen**, University of Missouri - St. Louis

This session will present three roles of nonverbal communication in foreign language instruction: gestures as context, nonverbals as an integral part of culture, and nonverbal accommodations in foreign language teacher talk. The presentation will include results of two research studies and their implications for classroom instruction.

**Top Ten French Lessons for the New Millennium**

Intervenantes: **Elizabeth Tomlinson** & **Juliette Eastwick**, The Bryn Mawr School (MD)

The presenters share over fifty combined years of experience teaching French to young students. They will present the top ten lessons that have become mainstays of their program over the years. They offer successful teaching strategies appropriate for many levels in traditional FLES, FLEX, or immersion programs.

**Le 8<sup>ème</sup> Sommet de la Francophonie...soit «Être francophone, c'est une façon d'être!»**

Intervenante: **Susan M.S. Boldrey**, Consultant (IL)

L'avenir des jeunes, la sécurité, les droits humains, l'éducation, la technologie et la survie de la langue française préoccupaient les personnalités politiques et les délégués chaleureusement accueillis par le peuple acadien au Sommet. Des documents, diapositives et vidéos nous aideront à mieux placer une Francophonie fervente et fragile dans nos programmes. Venez parler francophone ensemble!

**Francophony Beyond Literature: Developing Strategies for Teaching Francophone Civilization**

Intervenantes: **Camille Krone**, College of St. Benedict at St. John's University (MN), **Lisa Beckstrand**, Concordia College (MN), **Tama Engelking**, Cleveland State University (OH), **Cynthia Running-Johnson**, Western Michigan University

This round table explores the challenges of teaching the cultures of various Francophone countries and regions. The topics addressed will include developing a college course on Francophone civilizations, approaches to organizing courses dealing with a variety of cultures, teaching about African oral tradition, and using literature to teach about diverse cultures.

#### **Le Monde du rap en France: art populaire, commerce, avenir**

Intervenant: **André JM Prévos**, Penn State University (PA)

Cette présentation offre une vue du monde du rap en France après plus d'une décennie de présence enregistrée. On présentera une brève histoire depuis les années 1980, un survol des artistes et des impacts de cette forme musicale ainsi qu'une formulation de l'avenir possible de cette musique en France.

#### **Les Magazines de télévision dans la classe de français**

Intervenants: **Sandye Jean McIntyre II & Carleen S. Leggett**, Morgan State University (MD)

Les magazines de télévision peuvent servir d'outils pédagogiques efficaces dans la classe de français. De multiples activités sont possibles, basées sur les matières de ces programmes de télévision telles que les descriptions de films et d'autres émissions américaines et françaises, les mots croisés, les petites annonces et l'horoscope.

#### **Creating a Virtual Classroom in a Distance Learning Composition Course**

Intervenante: **Catherine Caws**, Simon Fraser University (Canada)

How can computer-mediated communication help create a virtual classroom and extend the dialogue between students and instructors? This presentation will try to answer these questions by focusing on a distance learning composition course. Topics covered will include course content, its first offering, the patterns of interaction among students and between students and teacher, and the new role taken by both instructors and students.

#### **Quel avenir pour le français sur Internet?**

Intervenante: **Marilyn Lambert-Drache**, York University (Canada)

L'expansion rapide de l'Internet soulève la question de l'avenir du français comme langue de communication face à la visibilité croissante de l'anglais. Cette réalité qui affecte les sociétés francophones doit nous faire réfléchir à la promotion de la langue et de la culture françaises dans un contexte de mondialisation.

#### **International Penpal Networking Session**

Intervenantes: **Jane Lapko & Niki Silvaroli**, Niagara Catholic District School Board (Canada)

This session will offer French teachers the opportunity to meet and exchange addresses with other colleagues for the purpose of setting up their own penpal programs. Brief descriptions and addresses of various international penpal organizations will also be provided. Sample activities will be distributed.

#### **Lessons on Motivation: A Comparison of Language Learners in the U.S. and France**

Intervenante: **Susan Colville-Hall**, University of Akron (OH)

To better understand student motivation for learning a foreign language, the presenter observed, surveyed, and interviewed middle school students in an urban setting in the U.S. and in France. This session will focus on the findings of the study, reveal important characteristics of motivation, provide a cultural comparison of the educational settings, and recommend techniques for motivating students to achieve.

#### **Portraits d'enfants**

##### **L'Enfant noir de Camara Laye**

Intervenante: **Sherrie M. Fleshman**, University of North Dakota

La conférencière se propose d'examiner l'enfance d'un jeune garçon guinéen. Camara Laye présente les différentes formes d'éducation de son narrateur. *L'Enfant noir* met en relief la valeur des liens familiaux et sociaux ainsi que l'importance des traditions et des superstitions de la société villageoise guinéenne.

##### **L'Enfant de Jules Vallès**

Intervenant: **André Lebugle**, University of North Dakota

*L'Enfant* constitue une remarquable étude de l'enfance martyrisée. Il nous permet aussi de découvrir différents aspects du

XIX<sup>ème</sup> siècle et de mieux comprendre la vie et la manière de penser d'une famille de petits bourgeois.

#### **Portraits d'enfants**

Intervenante: **Pierina Carcich**, Manhattanville College (NY)

Marginal dans sa société, l'enfant de Le Clézio se nourrit de la chaleur de la nature, du merveilleux et de l'amitié passagère de vieillards. L'analyse de *Mondo* et des *Bergers* surtout montrera la rupture avec la société occidentale moderne où la fantaisie, l'insouciance et le spirituel font souvent défaut.

#### **Weird France: Integrating French and Science in the FLES Curriculum**

Intervenantes: **Marcia J. Pastorek & Lisa Craig**, Trinity Episcopal School (LA)

The presenters will demonstrate several imaginative ways of integrating Science and French in the classroom. Learning Science in French adds a new dimension to the material. The Science curriculum becomes an engine for greater understanding of the French language and Francophone cultures.

## **le jeudi 20 juillet l'après-midi**

#### **La Presse, un outil nécessaire à tous les niveaux**

Intervenantes: **Samia I. Spencer**, Auburn University (AL) & **Christy Michelle May**, Columbus High School (GA)

Comment enseigner la France contemporaine? Les manuels scolaires ont toujours quelques années de retard. Afin de remédier à ce décalage, nous proposons d'utiliser la presse. Les intervenants expliqueront l'usage de la presse au niveau secondaire et universitaire et comment sensibiliser les apprenants au contenu socioculturel des documents.

#### **Les Antilles françaises: une région négligée dans l'enseignement américain**

Intervenante: **Lois K. Beck**, Messiah College (PA)

La Guadeloupe et la Martinique sont peu connus par les enseignants américains. Cette présentation donnera des renseignements pratiques sur la géographie, l'histoire, la culture, la littérature et la politique de ces deux îles.

#### **France and the Holocaust: A Model for Interdisciplinary Instruction**

Intervenantes: **Mary Ellen Kasak-Saxler**, Stillwater Area High School (MN) & **Michèle Cassavante**, Black Upper School (MN)

How can history, literature, art, and film be integrated in the French classroom? Presenters will offer a model for interdisciplinary instruction based on the study of France and the Holocaust. This model can be adapted to all instructional levels and applied to other topics.

#### **La Belle Époque: la culture en multimédia**

Intervenante: **Emese Soos**, Tufts University (MA)

Paris pendant la Belle Époque connaît une vive collaboration d'artistes travaillant dans tous les genres qui élaborent ensemble l'esthétique du modernisme. Le conférencier détaillera le programme d'un cours et les ressources multimédia qui enrichissent l'étude de cette période.

#### **All Abroad: Designing Educational Experiences in France for Students of All Levels**

Intervenantes: **Mary Jo Netherton**, Morehead State University (KY), **Jacque Bott-Van Houten**, Kentucky Department of Education, **Sarah Moran**, Louisville Collegiate School (KY)

The big payoff for French students at any level of instruction is to travel to France to use skills already learned and to improve them through authentic experiences with French people, French culture, and studies structured to meet their needs. This session will outline three diverse study abroad programs.

#### **Comment organiser un week-end d'immersion qui marche**

Intervenants: **Christian Derobert**, French Library and Cultural Center (MA), **Joyce Beckwith**, Wilmington High School (MA)

Les intervenants vous feront partager leurs expériences de l'organisation d'un programme d'immersion pour enseignants

de français. Quand, où, comment, à quel prix, quel programme pour quelle audience jusqu'aux détails heures par heures. Ils vous montreront comment tout le monde s'amuse en travaillant, en cuisinant, en dansant.

**The Class: French Cultural Topics/The Means: Internet and Multimedia**

Intervenante: **Kitty Hutchcroft**, Mission High School (TX)

This session will focus on developing a technology-based culture class. The student-produced Web site will demonstrate the various activities undertaken in such a class.

**Cooperative Learning in the French Classroom: Bridging the Gap between Research, Theory, and Practice**

Intervenante: **Patricia M. Mougél**, University of Minnesota, Minneapolis

Multiple perspectives on cooperative learning will be presented in this workshop, linking research, theory, and practice. Classroom applications will be emphasized, and participants will be provided with examples of for beginning and intermediate French, along with recommendations for successful implementation in the classroom.

**Choices in Assessing French Writing**

Intervenante: **Erin Joyce Arantowicz**, Baker University (KS)

Many teachers find composition assessment a tedious and difficult task. How can we make this part of our job more satisfying and, ultimately, most beneficial for our students? Strategies for composition assessment will be presented.

**REMEMBER TO REGISTER FOR THESE SPECIAL EVENTS**

- The **special film preview** offered by the *Société des Auteurs-Réalisateurs-Producteurs* and the Virginia Commonwealth University French Film Festival on Tuesday evening, July 18, 2000 at 8:00 p.m. Tickets are free, but space is limited, and pre-registration is required. Tickets will not be available on site. To reserve a place, contact Dr. Peter Kirkpatrick at [FrenchFilm@vcu.edu] or Telephone: 804-357-FILM by **May 15, 2000**.
- The **AATF Awards Banquet** will take place on Wednesday, July 19, 2000 at 8:30 p.m. The cost is \$50, and space is limited. Tickets will not be available on site. If you did not register for the banquet on your conference registration form, please do so by contacting National Headquarters as soon as possible.
- A special **walking tour of the Jardin des Tuileries** will occur on Thursday morning, July 20, 2000. Tickets are free, but space is very limited, and pre-registration is required. To reserve a place, contact April Walsh at [akwalsh@siu.edu] or Telephone: (618) 453-5731.
- Places may still be available for the **pre- and post-conference excursions** to Bretagne and Le Berry. If you are interested, contact Michel Girardin at [girardin@fiap.asso.fr] for more information as soon as possible.

**MORE CONVENTION OPPORTUNITIES**

Additional Sessions which have not yet been scheduled or for which descriptions are not available include:

**Joint Sessions with the FIPF:**

- Théâtre et enseignement du français (table ronde de l'ANRAT)
- État des lieux du français (table ronde sur la politique linguistique)
- Enseignement et formation à distance (Thierry Lancien)
- La Féminisation de la langue (Josette Rey-Debove)
- Métissage des cultures et des littératures dans l'espace francophone (Joubert et Delas)
- L'Interculturel (Geneviève Zarate)
- Le Fait créole en francophonie (Albert Valdman)
- Technologies nouvelles et formation des enseignants (table ronde à laquelle participera Jayne Abrate et qui aura lieu le vendredi 21 juillet au matin)

**Joint Sessions sponsored by the AATF:**

**Le Français sur le Web: expériences de l'AATF**

Intervenants: **Gilberte Furstenberg**, Massachusetts Institute of Technology, **Townsend Bowling**, University of Texas at San Antonio, AATF Webmaster, **Michèle Magnin**, University of San Diego

Les conférenciers feront le point sur les expériences de l'AATF en matière du Web. Ils offriront quelques exemples concrets de projets ou de cours réalisés par des membres de l'AATF. En conclusion, on suggèrera des objectifs pour le proche avenir et des projets à entreprendre. Une version de cette présentation sera affichée sur le site Web AATF à l'issue du congrès.

**La Semaine du Français: Promotion à l'échelle nationale**

Intervenants: **Jayne Abrate**, Southern Illinois University, Secrétaire générale de l'AATF, **Jean-Pierre Piriou**, University of Georgia, Président-élu de l'AATF, **Sherry Dean**, Mountain View College, Texas

Les conférenciers présenteront la Semaine du Français 1999, une initiative de l'AATF pour promouvoir le français au niveau national en le sortant de la salle de classe pour organiser des manifestations culturelles, des jeux et concours, des expositions, et des événements médiatiques qui ciblaient des publics non-traditionnels—administrateurs, élus locaux, élèves potentiels et leurs parents, et médias. Les intervenants décriront l'organisation de cette grande fête, sa médiatisation, et un échantillon d'activités et d'événements de tout genre. Une telle célébration pourrait facilement se reproduire dans d'autres pays selon leurs possibilités et circonstances.

**Special AATF Guest speakers**

- **Jacques Pécheur**, Editor of *Le Français dans le monde* and Honorary Member of the AATF
- **Odile Ledru-Menot** (Techniques gestuelles pour le perfectionnement d'accent—de l'élémentaire à l'université)

**Additional Meetings:**

- Meeting of sponsors of chapters of the *Société Honoraire de Français*
- Meeting of AATF Chapter Officers
- Newcomers session
- Open meeting of the AATF Commission on High Schools
- Open meeting of the AATF Commission on French for Business and International Trade

The **AATF Delegate Assembly** will take place on Wednesday, July 19, 2000 from 8:00-11:15 a.m.

# CLASSROOM ACTIVITY

## ILS ONT ACIÉ LE BON ARGENT AND OTHER DICTIONARY-RELATED CRIMES<sup>1</sup>

The second language dictionary to the uninitiated brings to mind the image of the poet wandering through the forest of symbols in Baudelaire's "Correspondances:" the symbols are all-knowing, the wanderer is not. Using the second language dictionary can quickly become overwhelming to those who have not studied the third language of the second language dictionary. When students attempt to take on this new linguistic code, the results of their efforts range from the sometimes successful to the outrageously comic, and equally, to the frustratingly incomprehensible. Too often sentences and ideas end up indecipherable for both the professor who reads the essays and the student who tries to rewrite them.

Precisely because the symbols embedded in each entry of the second language dictionary are necessary to developing advanced skills, and specifically because the bilingual dictionary itself is such an important tool in any second language class, setting aside time each semester to teach or to review dictionary basics is essential. Time spent as a class looking at and using the symbols of the larger dictionaries will reap enormous benefits to both writers and readers.

If, for example, the student who wrote "*Il ascenseur poids*" for "He lifts weights" had known that the "n" in the entry under "lift" meant "noun," that the (Brit) meant British English, and that the word in parenthesis (elevator) was not placed there randomly but to indicate a specific context,<sup>2</sup> he might have realized that "lift" was a noun and not a verb and was therefore an inappropriate translation. If the student who wrote "*Ma soeur m'est très vouloir-dire*" (My sister is very mean to me) had been able to decipher "[mi:n] pret, ptp meantvt (a) (signify) vouloir-dire..." and had the student understood that these were not hieroglyphics for other dictionary users, he might have been able to navigate the rest of the entry to find the appropriate context of "mean." Too, he likely would not have substituted a verb for an adjective, a problem linked as much to understanding grammar as to finding the correct meaning.

Identifying and sifting through possible contexts is key to navigating a successful translation and, had the student had occasion to practice with the symbols before writing the composition, she may have found more appropriate wording for her translated thoughts. Identifying the appropriate context of a word, however, depends on students having enough

mastery of English grammar to understand in which way they wish to use a word. Therefore, useful to a dictionary unit is also a grammar review.

Of course, there will always be students who missed the class discussion devoted to dictionary decoding. There will also be students who will not feel like perusing the dictionary beyond the first word. There will even be the unanticipated English spelling errors that will forever be a test of our detective skills. Although we cannot realistically hope to end all errors of usage with the second language dictionary, especially if the error does not originate there, sentences such as "*Quand je me marie, mon mari va porter une bague de désherbage*" (When I get married, my husband will wear a wedding ring) may color student essays less frequently.<sup>3</sup>

Despite the fact that some errors are beyond our correction before they happen, there are a few things that can be done to make dictionaries less mystifying and more helpful to our students. Although based in French, the activities proposed here for familiarizing students with the dictionary can be applied to most languages, and all of these activities may be adapted for use in the first or second language.

### ACTIVITY 1: Are Malapropisms "*Malà-gauche*"?

The demystification process may begin on the first or second day of class by asking the students to write or tell a story about a misunderstanding that they have had with someone because of a misplaced or misused word. Stories from both the first and second language (depending on the level of the learners) will be equally revelatory both from a linguistic point of view as well as a cultural one. Most stories will be humorous, such as the one where a young woman, trying to show her cosmopolitan use of French, wanted to explain that she did not like going to parties. Explaining that parties were not really her cup of tea, she announced that parties just were not her "*coup d'état*."

Whether serious or funny, the stories the students choose to tell would allow them to generate their own personal and concrete examples of what just the wrong word can do in a conversation. The discussion of these stories may also be a good time to categorize generally the types of errors made and what may potentially result from them.

See page 38 for correction to list of French Cultural Services addresses.

### ACTIVITY 2:

Le professeur a beuglé 1000 fois.  
un verbe (pc) un chiffre

A second useful activity may be a review of grammar terms and functions that can quickly refresh the collective student memory. Because the rest of the semester will be enough time for fuller and more formal discussions of grammar, a painless source of review would be a variation of the STERNE/PRICE/SLOAN game, Madlibs®. In this game, people are given texts with holes in them; underneath the blank for the missing word is listed the part of speech that is needed. Keeping the title and content of their paragraphs a secret, students ask a partner to supply the missing words, asking for "noun" or "adverb" depending on what is indicated under the blank. Depending on the level of the language course, the texts used could be either in English or in the second language, since putting them into the second language for those who prefer total immersion would not be too difficult a task.

Using texts in the second language can serve to encourage the use of language in a non-stressful, non-evaluated way. It will also provide an opportunity to review the basic formation of the parts of speech. If, for example, a student asks "What's an adverb?" the quick response in English would be: "Often a word that ends in -ly." In French, the quick answer might be: "Often words that end in *-ment*." At this point, students can help their partners in remembering the use and formation of the parts of speech, or the professor can jog the student's memory without taking time for a more formal grammar lesson.

No matter what language is used, however, and because this is not a listening activity, once the paragraphs are completed, an overhead of each of them should be shown and/or a sheet with all of them should be passed out so that when students read their new nonsensical stories to the class, others can follow along. In this way, confusion will be minimal and comprehension higher. This activity, then, will not only review points of grammar painlessly, but will again bring home the point that the wrong word in the wrong place may provide humor but may also severely impede the messages they are trying to convey.

### ACTIVITY 3: All Dictionaries Were Not Created Equal or Size Does Matter

Having reviewed grammar, students can now tackle the incomprehensible world of messages encoded in the

dictionary. For the third part of a dictionary unit, hold up a variety of bilingual dictionaries and have students remark even on their physical differences. Following this, distribute copies of the same dictionary entry from three or four different bilingual dictionaries using a micro-pocket one, a smaller paperback one, and a bilingual dictionary that offers multiple contexts for a single word. (Or again, to save paper, an overhead of each would do the job as well.)

As the word "run" has rich semantic possibilities, samples of it from different French-English dictionaries make a useful point. Before passing out the pages with the same entry, first ask students to generate a list of compound words and/or expressions that use the word "run," such as "home run," "run-of-the-mill," "a run-on sentence," "to be given the runaround," etc. Then ask them to choose 2 or 3 of these expressions—this can be done as a class, in pairs, or as individuals—and to look up the various expressions they have chosen. With a brief questionnaire (see model) ask the students to determine what kind of information and contextual options each dictionary offered. Once students see that different dictionaries can meet different needs, the class can then begin to determine which dictionaries offer the appropriate context of a word, i.e. are they looking for a verbal expression (to run around) or a noun (He gave me the runaround)?<sup>4</sup>

#### ACTIVITY 4: Follow-up and synthesis

Having been given the tools for deciphering the dictionary, students should be shown how to apply this knowledge. Two ways to begin doing this are to have them write sample sentences as a class using new words which they will be required to find in the dictionary or assigning them 3-4 sentences to translate which require dictionary work. Certainly dictionary work should be assessed and eventually evaluated when writing a composition.

The flexibility of these activities leaves them fairly easy to incorporate into any class. They may be used in sequence or individually. They are quickly adapted to any language, to any course level, and certainly to personal style. While they may not end the laughter derived from the composition that begins "*Congélation! Police!*" they can help to minimize confusion and maximize communication by initiating students into the lexicographic world and making it their "*coup d'état*."

### SAMPLE QUESTIONNAIRE FOR DICTIONARY WORK *Travail de dictionnaire*

#### A. LEFT

You want to say, "Everybody left the party." Look up the word "left" in the dictionaries.

1. What do you find as possibilities?
2. Write out all the symbols you don't know (or cannot interpret).
3. How many different parts of speech are given for this word (in all the various dictionaries)? Which one are you looking for?
4. How many possibilities are offered in Dictionary 1, Dictionary 2, Dictionary 3? Which dictionaries offer the greatest possibility of choice? Is greater choice an advantage or disadvantage?

#### B. RUN

\*In the sentences below, identify the grammatical function of the expressions with "run" in them, and then translate them. Before you begin, the following questions might help:

1. On page ... of the Collins Robert, what do you think "V run 2" might mean under the word "run-on"?
2. What does a new letter of the alphabet mean under an entry? A new number?
3. In the Collins Robert what does the ~ mean in each entry?

\*Translate the following:

- The children are running.
- My nose is running.
- A man was run down by the mob the other night.
- She was feeling a little run down last week.
- There was a run on corn shares last week.
- It was a run on line of poetry that they couldn't interpret.

C. Pick two expressions that you wrote down before this activity using the word "run," look up how to say them, and write them down.

D. Pick two expressions that you came across while doing this activity that you thought were fun, funny, or interesting. Write them down and use them in an original sentence.

#### A Brief Comparison of a Few Dictionaries

To gather a sampling of dictionaries, ask students who normally bring theirs to class to borrow their dictionaries for a day so that you can copy entries from them. Most students—having had better or lessor luck with dictionaries and in-class activities—already know the limitations of their dictionaries and do not mind having their dictionary compared to others. Many

students already use the Larousse or the Bantam, so choose others from either end of the spectrum

These are 5 of the dictionaries my students commonly had (the Collins Robert and the Hachette being mine). What struck me in my class was that most of the dictionaries were at least ten years old; this is also a point to discuss with the class.

*The Random House Basic Dictionary.* French. Special Book Club Edition, 1981.

This dictionary brags of over 40,000 entries, Pronunciation Guide, Irregular verbs, Useful Phrases, Days and Months, Numerals, Signs, and EVERYTHING FOR THE STUDENT, TEACHER, TRAVELER. The pronunciation guide is not part of the dictionary entries, however, for each entry consists only of the word being looked up, the part of speech the dictionary intends to translate, and a one word translation in most cases. The dictionary offers only the most common usage of the word, and does not offer multiple contexts or functions. It reads like a large vocabulary list, and indeed might be appropriate for a traveler who needs basic words in isolated contexts.

*Collins Gem: French Dictionary*, 1988 ed.

This dictionary also has over 40,000 references and 70,000 translations. Despite measuring only 3 in. x 4 in. it has advantages over the Random House Basic because it offers the phonetic pronunciation of each word and does offer multiple contexts. For the word "run," it provides as many contexts as the Larousse Pocket. As a small dictionary this would not be a bad one to recommend.

*Random House Webster's French Pocket Dictionary.* 2nd ed. 1988.

This Random House version, has only 30,000 entries, but markets itself with the *devise* at the top "New words faster." It is indeed a slimmer volume but has the same limitations as the Random House Basic.

*Larousse Pocket French-English, English-French Dictionary.* 1994 ed.

A more recently published dictionary, the Larousse has over 80,000 translations. It provides the phonetic pronunciation of each word as well as multiple contexts.

*The Bantam New College French and English Dictionary.* 1989 ed.

This dictionary has 85,000 entries, a newly expanded French grammar section, a pronunciation guide and a table for all irregular verbs. The Bantam allows students to see that the larger the dictionary, the more resources it will have. Like the Larousse, it gives the phonetic

pronunciation of the word and has entries that cover multiple contexts.

*Collins Robert French-English, English-French Dictionary.* 1978 ed. *Oxford Hachette French Dictionary.* 1994 ed.

These last two dictionaries are both hard-bound editions. The Oxford Hachette has the advantage of being the newer of the two and providing not only common dictionary functions, but it has a section on appropriate correspondence for different situations as well as boxes to explain grammar points or idioms. Both dictionaries are reputable and have, of course, more room to offer multiple contexts, larger print, and more idiomatic uses of words.

Julia DiLiberti  
Peoria, IL

### Notes

<sup>1</sup>All examples of errors are taken from student compositions. (See Table for translation of this and for other examples of dictionary crimes).

<sup>2</sup>Both examples in this paragraph are taken from the Robert Collins French-English Dictionary

<sup>3</sup>In this instance of dictionary criminality, the student had intended to say "wedding ring" but had looked up "weeding" instead. Two French teachers and several hours of on and off speculations finally solved the mystery.

<sup>4</sup>The Oxford Hachette provides an excellent step-by-step methodology that can be used with the students at this point. Their methodology varies depending on the goal, but tells students to begin by identifying the problem word, by identifying its grammatical function and thus the part of speech needed. The dictionary then tells them to look for the most appropriate context of the word desired, and from there to choose the most appropriate word.

<sup>5</sup>All of the errors listed here have come from student compositions and are verbatim.

### Samples of dictionary errors<sup>5</sup>

(For fun, cover up the right side and try to determine what the writer was saying).

J'idolatrais sa beauté.	I admired her beauty.
Ce soir là je suis allé à la chaise maquiller.	That evening, I went to make up with the chair. (The student tells in his composition how he had kicked the chair and had had a series of bad luck afterwards. To end the streak, he went to make his peace with the chair).
Je me souvenais des mots pour le repos du récit.	I remembered the words for the rest of the recital.
Ma petite amie les a choisi pour allumette sa robe.	... to match her dress.
Mon prom ainé... (sic)	My senior prom ...
Le verre a glissé exterieure (sic) de ma main.	The glass slipped out of my hand.
En tout cas, nous sommes fauchés séparément.	In any case, we broke up.
Abe Lincoln est un homme extraordinaire et un bon conducteur.	Abe...and a good leader.
C'est quelque chose qu'on utilise pour obtenir marié (sic). —C'est la bague de désherbage.	This was from an <i>exercice de circumlocution</i> where the student gives both the clue and the answer. She meant "wedding ring" but looked up "weeding" instead.
C'est l'endroit où on lave leur tout le corps (sic). —C'est l'averse.	It's the place where one washes their entire body. The shower.
About a film: Il y avait un (sic) torsion à la fin.	...a twist at the end.
J'ai éprouvé une goutte de l'eau (sic) sur mon dossier.	I felt a drop of water on my back. ( <i>dossier</i> vs. <i>dos</i> )
Je devais inviter 5 gens pour imprimer mon patron.	I had to invite 5 people to impress my boss.
Il a maigrir (sic) vers moi.	He leaned towards me.
J'ai su quelque chose s'est trompé.	I knew something was wrong.
Ils ont acié le bon argent.	They stole the good silver (using noun but processing verb rules and making a past participle of the English homonym: "steel" vs. "to steal")
Congélation! Police!	Freeze! Police!
Ils ont bavé jusqu'à Dayton.	Confusion of "driven" and "drive", "drove/drool"
Un auto-piscine	A car pool
Les terrorists (sic) n'ont pas supporté une chance.	The terrorists didn't stand a chance.
Marie odeur la rose.	Mary smells the rose.
Tout le monde gauche.	Everybody left.

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Check the Materials Center (page 38) for other promotional items. See the medals on the Web at [<http://aatf.utsa.edu/>].

## NATIONAL K-12 FOREIGN LANGUAGE RESOURCE CENTER SUMMER 2000 INSTITUTES

Participants will represent experienced and practicing: (1) *methods professors* at institutions of higher education who prepare pre-service and in-service teachers; (2) *district supervisors of foreign language* who provide professional development for teachers in their districts; and (3) *grade K-12 foreign language teachers* as follows: grade K-12 Spanish teachers (*Temas Añejos*), grade K-6 teachers (K-6 Foreign Languages: Leading the Way with Teacher Preparation), and grade K-12 teachers (New Technologies). Additionally, applicants to the New Technologies institute must be very familiar with at least one word processing program using a Macintosh or IBM-compatible computer. A Macintosh computer lab is used for this institute.

To apply, request an application form from NFLRC, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; telephone: (515) 294-6999; FAX: (515) 294-2776; E-mail: [nflrc@iastate.edu]; Web site: [http://www.educ.iastate.edu/nflrc]. Please note that a separate and complete application is necessary for each institute for which an individual is applying. Application deadline is **April 30, 2000**. Participants will be notified of their acceptance by May 2000. All institutes will be held on the Iowa State University campus, Ames, Iowa.

### **K-6 Foreign Languages: Leading the Way with Teacher Preparation**

July 24-August 3, 2000

**Participants:** Methods professors, district supervisors, and grade K-6 foreign language teachers

**Institute Leaders:** Helena Curtain, University of Wisconsin, Milwaukee, Wisconsin and Carol Ann Pesola Dahlberg, Concordia College, Moorhead, MN.

There is a critical need to prepare teachers for the growing number of elementary school foreign language programs in the nation. This institute will enhance the skills of teacher educators and supervisors who prepare pre-service and in-service teachers for the K-6 level, especially those who have little or no personal experience with elementary school students. Participating K-6 teachers, who provide a valuable experience base for the institute, will enrich their professional knowledge and skills and will gain renewed appreciation for their own classroom teaching. A daily demonstration class with young children will facilitate understanding of similarities and differences between K-6 students and those in secondary school programs. An experienced and practicing K-6 language teacher will teach the demonstration classes and serve as a consultant to participants as they

observe and discuss the classes, plan lessons, and teach activities in the children's classes. Participants will also design and evaluate lessons that reflect the goals of the national student standards and incorporate technology and assessment appropriate for the K-6 level. Topics to be addressed in the institute include national trends and standards in foreign language education, K-6 curriculum, effective K-6 classroom teaching strategies, authentic assessment, the use of technology in the classroom, and the teacher as researcher. Two graduate credits available upon request. \$184 per credit hour (subject to new tuition fees).

### **New Technologies in the Foreign Language Classroom**

August 5-13, 2000

**Participants:** Methods professors, district supervisors, and grade K-12 foreign language teachers

**Institute Leaders:** Karen Willetts, French Teacher and Chair, Foreign Language Department, Springbrook High School, Silver Spring, MD; Cindy Kendall, Ph.D. Candidate, College of Education, Michigan State University, East Lansing, MI; Jamey Hansen, Computer Laboratory Coordinator, Iowa State University, Ames, IA

Foreign language teachers nationwide have demonstrated great interest in exploring the use and implementation of new technologies to enhance student learning. This interest provides the focus of the New Technologies institute. Participants will examine and evaluate recent developments in new technologies that are applicable to foreign language instruction. There will be opportunities to work with hardware applications such as color-scanners, digital cameras, CD-ROM drives, multimedia stations, storage solutions, and presentation tools. Participants will also have hands-on experience in the use of telecommunications to improve student language skills and cultural understanding, using such tools as electronic mail, Internet, Netscape, and listservs as well as video conferencing. Experts in the field of distance learning will present the newest equipment and instructional trends in a high-tech distance learning classroom. Using technology to design innovative, student-centered activities will be stressed. Participants will use an authoring program to develop a multimedia lesson, and they will develop a basic Web page. Throughout the institute emphasis will be placed on effective technology-based instructional strategies and practices. Participants will develop a plan of action for training colleagues, locally or regionally. One graduate credit available upon request. \$184 per credit hour (tuition subject to change).

## NOUVELLES DE LA DIRECTION DES RELATIONS INTERNATIONALES DE L'ENSEIGNEMENT DE LA CCIP

### **La Réforme des examens**

Soucieuse de satisfaire les besoins de ses partenaires francophones et pour mieux répondre aux attentes des professeurs nord-américains, la Chambre de Commerce et d'Industrie de Paris (CCIP) a mis en place une réforme des examens de français des affaires et des professions qui porte sur:

- L'ouverture des certifications à un plus large public avec, notamment la création d'un nouvel examen, le Certificat de français professionnel (CFP), qui s'adresse à des candidats d'un niveau intermédiaire, désireux de valider leurs compétences en français professionnel;
- L'ouverture à l'international avec des épreuves plus universelles;
- Le recours aux techniques de correction automatisée (questionnaires à choix multiples) pour garantir une totale objectivité et une plus grande fiabilité pour l'interprétation des résultats.

Les nouveaux examens entreront en application dès la rentrée de septembre 2000 et la première session aura lieu en décembre 2000.

### **L'Université d'Été**

La XXVI<sup>ème</sup> Université d'Été de la CCIP se déroulera du 19 juin au 13 juillet 2000. 10 stages et 8 ateliers spécialisés sont encadrés par une équipe d'experts formateurs, auteurs de manuels, professionnels d'entreprises et consultants internationaux, rassemblée pour vous permettre de:

- découvrir de nouvelles approches;
- acquérir de nouveaux savoirs et savoir-faire;
- imaginer de nouveaux comportements pour l'enseignement du français;
- vous entraîner à utiliser de nouveaux médias et explorer les nouveaux champs de connaissance offerts par les nouvelles technologies.

Tous les participants à l'Université d'Été bénéficieront d'une réduction de 10% pour assister au Colloque AATF du 17 au 22 juillet 2000.

Retrouver toutes ces informations sur le site Web: [<http://www.fda.ccip.fr>].

### **Thunderbird-EMU 2000 Conference**

Guilhène MARATIER DECLÉTY et Bernard LÉVEQUE ont représenté la CCIP au Colloque International de Français des Spécialités d'Eastern Michigan University 2000 qui s'est tenu à Thunderbird (AZ) du 5 au 8 avril 2000.



**AATF COMMISSION ON CULTURAL COMPETENCE**  
**Marie-Christine Koop and Sharon Rapp, Co-Chairs**



## **The AATF National Commission on Cultural Competence invites your ACTIVE participation!**

The primary objective of the Commission is to provide a forum for information on the teaching of Francophone cultures at all levels of instruction.

- You will read on page 35 of this issue a thoughtful and thought-provoking essay "On the Teaching of French Culture" by Samia Spencer of Auburn University (AL).
- If you would like to share a classroom activity with readers of the *National Bulletin*, please send your contribution to Sharon Rapp at the e-mail address below.
- members of the Commission continue to plan and present sessions and workshops on the teaching of culture at state, regional, and national meetings. The Commission organized two workshops/sessions for both AATF in St. Louis and for ACTFL in Dallas.
- Two sessions have been proposed for AATF Paris. Chaired by Marie-Christine Koop, one session will present cultural updates. A second, chaired by Sharon Rapp, will focus on practical strategies for the classroom. The Commission welcomes suggestions on topics and locations for future sessions and workshops.
- Discussion and planning are under way for a seminar in Quebec for the summer of 2001. This would provide an opportunity for a group of teachers to study abroad, immersed in a Francophone culture.
- Work continues on follow-up volumes to the Commission's first publication entitled *Acquiring Cross-cultural Competence*, a theoretical volume edited by Alan Singerman. A volume of practical applications, edited by Jayne Abrate and Rosalie Vermette, is being prepared from a wide sampling of activities at differing levels, touching seven areas of cultural competence, submitted by French teachers from across the country. A third volume, *France at the Dawn of the XX<sup>th</sup> Century. Trends and Transformations*, edited by Marie-Christine Koop, assisted by Rosalie Vermette, is scheduled to appear this year.
- A Web site is being maintained. For more information on Commission objectives and projects, visit the site at [<http://courses.unt.edu/koop/aaffculture.htm>].

# **TWA**

**American Association of Teachers of French  
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**The work of the Commission is a work in progress! JOIN US!**

## NEW! AATF PROMOTIONAL FLYER



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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 complimentary sample copy is available upon request.

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### 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 38. 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.)
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  - \_\_\_\_\_ *Forward with French*
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- one AATF guide or FLES\* report (Please indicate your choice; select only one.)
  - \_\_\_\_\_ *Guide to Support from Embassies*
  - \_\_\_\_\_ *Travel Guide*
  - \_\_\_\_\_ FLES\* report (See page 38 for descriptions and titles; specify by year.)
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  - \_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads
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## ON THE TEACHING OF FRENCH CULTURE THROUGH THE PRESS

Early in my career as a professor of French, one of my students, an outstanding young woman, made a statement that opened my eyes. Having just completed an M.A. thesis under my direction in which she compared the ideas of two eighteenth-century authors, she was offered a prestigious scholarship by the Government of France. After an exciting year at the University of Dijon, as she was heading to the University of South Carolina for a Master's in International Business, she stopped by my office for a visit. In fluent French and with evident enthusiasm, she spoke of her memorable experiences and her enjoyment of life in France. Then, with obvious embarrassment and with a bit of irony, she also mentioned her greatest disappointment: while she had no problem comprehending the classics during her graduate studies, once in France, she was unable to read a newspaper. Hers was not a problem of linguistic deficiency or insufficient vocabulary. It was a matter of understanding references to various French institutions and programs, identifying notable individuals whose names appeared in the articles, and deciphering allusions to current events. More than twenty years later, the student's words still ring in my ears; the impression they left is indelible. Of the two of us, I believe I was the more embarrassed, for having failed to prepare this young woman for life in France. The discussion sharpened my sensitivity to the need for strengthening the teaching of culture and bolstered my determination to remedy the situation. Since then, my teaching of culture has no longer been confined to the few courses that bear the word on their titles; it has become an integral part of the teaching of French at all levels and in every subject. Films, newspapers, and magazines now are used in nearly every course that I teach.

### SUGGESTIONS FOR INCORPORATING CULTURE AT THE UNDERGRADUATE LEVEL

1. The press is an invaluable pedagogical tool. Its versatility makes it adaptable to any level, from basic elementary classes to advanced graduate courses. It reinforces the four skills by providing endless opportunities to practice oral and reading comprehension, pronunciation, spelling, and written exercises, both structured and communicative. Naturally, the type of activity involving the press and the expectations of student performance vary according to the level and focus of each class. As students develop their skills and expand their knowledge, assignments can increase in complexity and sophistication.

When leafing through the pages of popular weeklies and women's magazines, beginners concentrate only on illustrations and headlines. Advertisements, in particular, offer a chance for acquisition of new vocabulary and practice of simple conversation while arousing students's curiosity and interest in all things French. They can be given specific tasks, keyed to the textbook in use. For example, work on time-telling can be enhanced through TV program guides or simply through pictures of everyday activities. Students answer the question "*quelle heure est-il?*" with a logical response to the pictured scenes. Similarly, food vocabulary can be practiced while, at the same time, students observe cultural differences in attitudes toward food. Learners compare advertising styles, indicate if they ever saw or purchased the publicized products, and speak of their favorite French designers and food items. Likewise, photographs contribute to the expansion of cultural knowledge. Celebrities in politics, cinema, literature, music, arts, or sports are identified, leading to basic acquaintance with their field of prominence. Gestures, expressions, or clothes are observed and described. Places and sites depicted in the illustrations are also identified and located on the map.

2. By the time students reach junior-level courses, activities offered to them through the press increase exponentially. Beginning with this level, students are expected to read for meaning and discuss the substance of the articles. In conversation classes, reading material for the course requires short-term subscriptions to the *Journal Français*. Specific articles are assigned for class discussion; however, prior to reading the assignments, students are handed a list of questions relating to each article in order to help them focus on the most important information. Studying the articles in the *Journal* is a multifaceted exercise with immense educational benefits, reaching beyond practice of the French language. It develops the students's reading comprehension and enriches their vocabulary; it provides meaningful ideas and substance for discussion in class or outside; it allows students (and teachers) to remain current in their knowledge of events in France and the world; and, by affording students an opportunity to compare French and American viewpoints on current affairs, it sharpens their analytical skills. Thus, the study of the French press contributes to students's overall intellectual growth and enhances their general education. Furthermore, reading the advertisements

for French products and the lists of French cultural activities in the U.S., outlined in the *Journal*—lectures, meetings, art exhibits, concerts, and film screenings—provides added benefits. Students realize that the exploration of French culture does not necessarily require a visit to France; opportunities to enjoy it abound in the U.S. and may be found near their cities and homes. Learners are encouraged to take advantage of these events, and extra credit is offered to those who provide evidence of participation.

3. In my contemporary civilization course, one that generally follows conversation and composition classes, students learn to use the press as a research tool. By now, their language skills and their more extensive college experience allow them to perform more complex tasks. Students select a topic from a list of 20-25 subjects dealing with issues currently debated in French society. These range from unemployment, AIDS, drugs, school violence, the war in Kosovo, French multinationals, or elections to the European parliament, to the Cannes film festival, political scandals, same-sex marriages, social security, the National Front, or application of the 35-hour work week.

Students are required to find no fewer than four or five different sources for their research in order to acquaint themselves with more than one viewpoint. Teaching of this course requires the full cooperation of the humanities and social science librarians who guide the students in their bibliographical and computer searches. While use of the Internet is allowed and encouraged, it does not substitute for the concrete use of the French press. Perusing the pages of newspapers and magazines offers much greater learning opportunities than just finding information on a research topic. As they turn the pages, students encounter numerous headlines, see pictures of new players on the political and cultural scenes, spot current fashion styles and new products, notice titles of recently published books and newly released movies, come across plays performed on the Parisian and regional stages, and skim through job advertisements. While some of the information they encounter may be short-lived, a certain amount is likely to be stored and used in future contexts.

4. For beginners, the viewing of French films is encouraged, mostly for entertainment purposes. Their pedagogical use is restricted to questions related to title or names of characters and actors, given the students' limited vocabulary and skills. Beginning in the second year, however,

learners are required to see at least one French film in every course that I teach. Different lists, with appropriate titles, are prepared for each class. For their movie assignment, students write a summary of the plot, describe the time and place where the film takes place, identify the main characters and their relationships with each other, name the actors who played the parts, and add basic information on the stars and the director, including brief mentions of their previous work. In this respect, the Internet proves to be an invaluable tool.

In more advanced courses, when students have developed greater linguistic skills, they discuss the cinematography, the theme of the movie, and the problems encountered by the protagonists. Assignments vary according to the specific focus of the course. For example, in conversation classes, students prepare for oral discussion of the film by practicing proper pronunciation of names and places, by learning to incorporate newly acquired vocabulary in spontaneous responses, and by trying to overcome the fear of making mistakes while speaking. In composition courses, narration of the plot and description of the characters emphasize application of grammar rules, sentence structure, spelling, and the rational flow of ideas.

5. In survey courses, the viewing of screen adaptations of literary masterpieces contributes to a fuller appreciation of the original work. According to the period and genre studied, a selection may be made, for example, from movies adapted from *Cyrano*, *Les Liaisons dangereuses*, *Le Colonel Chabert*, *Le Rouge et le noir*, *Madame Bovary*, *Germinal*, *J'accuse*, *Sous le soleil de Satan*, *Le Silence de la mer*, or *Zazie dans le métro*. Films may be used in a variety of ways. They may constitute an integral part of class assignments. In this case, several films are viewed by the entire class while they read the literary works or excerpts. Discussions involve all students, and short papers may be written on each screen adaptation and its closeness to the original work. On the other hand, instructors may choose to make more limited use of movies. Students make individual selections, view different films, and write an in-depth term paper, making more extensive use of primary and secondary sources on both genres.

#### **SUGGESTIONS FOR INCORPORATING CULTURE AT THE GRADUATE LEVEL**

1. In graduate courses, films may be used in ways similar to those described in the paragraphs above. However, the more advanced linguistic and intellectual devel-

opment of students permits more sophisticated usages as well. For example, films may serve to illustrate the evolution of vocabulary and language throughout the ages or the diversity of regional accents in France and other Francophone countries. In recent years, the film productions of Belgium, Quebec, and Francophone Africa have become more easily available in the U.S. and facilitate such guided analysis.

In my history of civilization course, period films contribute significantly to students's understanding of France's situation in a given era. For example, *La Reine Margot* underlines the horrors of religious conflicts in the sixteenth-century; *Ridicule* epitomizes the use of wit among eighteenth-century elites; and *Lacombe Lucien* illustrates the tensions between collaborators and resisters during the difficult years of World War II.

2. Following my student's comment about her inability to read the newspapers, I developed two graduate courses on that topic: one on the daily press and another on the periodical press. In terms of time, organization, and preparation, these are undoubtedly the most difficult and challenging courses that I teach. However, given the enthusiasm they generate among graduate students and the superlative evaluations they receive, I continue to offer them.

When studying the daily press, students read same-day issues of *Le Monde*, *Le Figaro*, *Libération*, *Aujourd'hui*, *La Croix*, *L'Humanité*, *France-Soir*, and *Dernières Nouvelles d'Alsace*. For background reading, they rely on two short studies in the "Que sais-je?" collection: *La Presse* and *Histoire de la presse*. Preparation for the course requires that students commit to taking the course at least seven weeks in advance, so that orders for the exact number of materials may be placed. Friends living in Strasbourg handle the purchase, packing, and mailing of the books and newspapers.

The diversity of viewpoints on same-day events allows students to understand the orientation of each publication regarding political, social, and economic issues. Relations with other nations, especially the U.S., take on different colors depending on the tendency of the publication and its readership. Students learn to note every detail in the newspaper and to analyze its significance. Much information can be inferred from the space devoted to various types of advertisements; size of headlines and photographs; amount of coverage dealing with crime, national and international affairs, and the economy; type of jobs advertised; amount of space devoted to TV schedules, horoscope, and weather; level

of language used, depth of historical references; and from the comparison between national and regional dailies. Through their readings, students learn the names and tendencies of political parties and their leaders; the intricacies of government institutions; the relationship between the executive, legislative, and judicial branches; the links between politics and the economy; the various social programs underwritten by the State; the tensions between the various countries on European issues; and the most recent publications, shows, and styles. The list of topics encountered is endless.

Students also observe that despite the difference in coverage and the diversity of opinions, there are constants in the French press. These include, among others, a passion for the arts and culture, evidenced by daily articles on new books in French or in translation, plays, movies, shows; interest in international affairs beyond politics and the economy; the importance of humor and *jeux de mots*; and frequent references to literature and history. No other courses offer students as much opportunity to understand contemporary France and the mentalities of its people.

Term papers for the course include a variety of options. Students may choose to focus in-depth on one theme as treated in all the newspapers, for example, the economy, human rights, the U.S., or culture. They can research a single newspaper by studying the history of its creation and evolution, its distribution and readership, its ownership and journalists, and, where appropriate, any change in its perspective. Other students choose to compare a French national daily with an equivalent American publication, noting parallels and contrasts. Those who prefer creative writing can submit an article on a current crisis, written in a style espousing the perspective of a specific daily. Another option yet is to write a book review of a recent publication dealing with the French press.

The course on the periodical press parallels the one on the daily press; student projects are also similar. Reading material usually includes same-week issues of *L'Express*, *Paris Match*, *Le Point*, *Le Nouvel Observateur*, *Marie-Claire*, and *Le Canard enchaîné*, as well as *La Presse périodique* for background information. Format and content of magazines have a different focus from those of dailies. Their coverage tends to include more information on the arts and culture, life-styles, popular restaurants, and celebrities. Recent movie releases can occupy several pages devoted to interviews with the actors and director and an elaborate develop-

ment of the topic treated. Likewise, reviews of important publications can be extensive and may include interviews with the authors and discussion of their ideas. Advertisements are compared and studied in detail in order to deduce the type of audience and consumer they attempt to reach. Class discussion also involves the reading habits of the French people, as it contrasts the prosperity of their periodical press with the growing difficulties of their dailies.

**CONCLUSION**

In recent years, I have been more pleased with comments made by students returning from France. They have shared with me their enthusiasm for French life and culture, told me of the films they saw, and spoken of their pride in reading the papers and following current events in France and the world. Sharing the life of the French in this manner has given students more self-confidence, inspired a sense of community, and allowed them to relate more comfortably and more meaningfully to their hosts. There is no greater satisfaction for any

teacher than to discover that French culture has not only impregnated students' minds and broadened their horizons, but it has also fulfilled their hearts.

As we enter the new millennium, our student body will, in all likelihood, continue to be increasingly diversified and demanding. As French teachers and curriculum developers, we need to broaden our own perspectives and search for novel ways to touch the lives of these students through French culture. In the late 60's and 70's, when the relevance of foreign language studies was seriously challenged, enlightened members of our profession responded by linking the study of French to the needs of the corporate world. The trend was reversed with the development of a new curriculum combining French with international business and the creation of a new specialty—commercial and business French.

As dwindling enrollments have given rise to another major crisis in the late 1990's, I submit that we can react creatively in the new century. Because of its richness

and diversity, French culture can offer unique opportunities in certain areas where no other language can contribute as much. I propose that, once again, it is time to reach beyond our departments in order to seek colleagues in other disciplines whose work complements our own. Together, we can create new courses and curricular models that would benefit majors in both areas. Combining French with the study of journalism, film production, hotel and restaurant management, nutrition and foods, fashion design and merchandising, would not only be relevant, it would greatly enhance the education of future professionals in those fields. Besides benefitting students, such bold initiatives can regenerate interest in French studies, add new allies to our cause, and strengthen our position on campus. Indeed, the teaching of French has yet to be fully explored. As we look toward the future, it will become increasingly clear that culture is the soul of our discipline.

Samia I. Spencer  
Auburn University

**ORDER FORM FOR NATIONAL FRENCH WEEK PROMOTIONAL ITEMS  
PLAN NOW FOR NEXT NOVEMBER!**



The following items are available from AATF at cost for promoting National French Week. Save this form to order your promotional items *à la rentrée*. If you wait until October, it will be too late to receive most items in time for your celebration. Prices for promotional items include shipping unless otherwise indicated.

	<b>Quantity</b>	<b>Total</b>
Bumper Stickers: <b>National French Week: November 4-10</b> [2 for \$1; 10 for \$4]	_____	_____
Pencils: <b>La Semaine du Français: du 4 au 10 novembre</b> [4 for \$1]	_____	_____
Buttons: <b>On est les meilleurs!</b> [1-25 @ 65 cents each; more than 25 @ 50 cents each]	_____	_____
Balloons: <b>National French Week: La Semaine du Français</b> [8 for \$1]	_____	_____
<b>**SPECIAL:</b> Order 25 of each item (100 items total) for \$25 (represents a 20% savings)	_____	_____

**Invitations:** Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes] \_\_\_\_\_

**Posters:** Copies of the 1999 promotional poster are available while supplies last. A special sticker has been made to match the poster background and cover up the year. (**Note:** To obtain these free stickers, send a self-addressed stamped envelope to AATF National Headquarters; be sure to indicate the quantity.) 1-5 posters @ \$5 each; 6-20 posters @ \$4 each; 21 or more posters @ \$3 each.

**T-shirts** (black with gold logo design) \_\_\_\_\_ T-shirts x \$10 \_\_\_\_\_ L \_\_\_\_\_ XL \_\_\_\_\_  
 \_\_\_\_\_ T-shirts x \$11 \_\_\_\_\_ XXL \_\_\_\_\_

Note: T-shirt prices do not include postage (\$3 for first T-shirt, \$1 for each additional shirt; \_\_\_\_\_

**Total enclosed for promotional items.** \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Enclose payment or purchase order and mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62190-4510. Photos of all items are available on the National French Week Web site: [http://aatf.utsa.edu/].

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany orders. Prices listed apply only to stocks on hand. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>]. Please allow 4-6 weeks for delivery.

## 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.

**NEW!** Any 5 FLES\* Reports for \$40. Complete set of 10 Reports for \$75.

## PROMOTION OF FRENCH

*Video : Open Your World With French/ Le français m'ouvre le monde* (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

*Video: Forward with French* (10 min.) Interviews with business people in NY state who use French in their work. \$15.00 (members)/\$18.00 (nonmembers)

*Video: Allons en France* (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde*. \$12.00

*T-shirt: Le français m'ouvre le monde*, navy with world map and areas where French is an official language highlighted, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

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

*Guide to Support from Embassies* (62 pp) outlines sources of information from the governmental agencies of France,

Belgium, Quebec, and Switzerland. \$8.00 (members)/\$10.00 (nonmembers).

## PROMOTIONAL FLYERS (sample copy available on request)

**NEW!** *Why Learn French?* Highlights business and career reasons to study French; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Top 10 Reasons to Learn French*; \$5/hundred for postage & handling.

*French is More Than ...*; \$7.50/hundred for postage & handling (while supplies last). **Order now; prices for this flyer will increase on June 30, 2000.**

*Speaking French: an investment in the future*; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Why French FLES\*?* \$5.00/hundred for postage & handling.

**NEW!** Bumper Stickers: *Forward with French*. 2 / \$1.00; 10 / \$4.00.

## TEACHING VIDEOS

**NEW!** *Reflets français*, a 40-min. video by Bernard Petit featuring the songs of Eric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (nonmembers).

*À Poitiers entre mai et octobre*, a 23-min. video accompanied by a pedagogical guide. Filmed in France. \$25.00 (members)/\$30.00 (nonmembers).

## MEDALS

*La Minerve*, 41 mm bronze (from government mint in Paris) \$22.00.

*Les Armes de Paris*, 32 mm bronze (from government mint in Paris) \$18.00.

*AATF medallions*, 1½ in.; blue, gold, and white *cloisonné* enamel; reverse side plain; two designs; please specify. Each \$5.25. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexagon, with "American Association of Teachers of French" around perimeter.

**NEW!** AATF pins, ½-in. square with letters AATF. Each \$4.00

## MISCELLANY

*T-shirt: Le français en Amérique du Nord*, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

*AATF Certificate of Merit*. Each 15 cents.

*Tout Paris*. Full-color illustrated guide to Paris. 128 pp. \$15.00

*Paris Monumental*, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

Color postcards, set of 20 (Provence,

*Châteaux, Cathédrales, Bretagne, Paris*) \$6.00.

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

French FLES\* Stickers: "AATF, FRENCH FOR KIDS, FLES\* in Grades K-8." 4/\$1.00.

*L'Année en français: Un Calendrier perpétuel*. 1994. A project of the AATF FLES\* Commission. Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

**NEW!** *Color Notecards*: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES\* Poster Contest; blank inside. \$10.00.

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

## NEW! AATF PROMOTIONAL ITEMS

*AATF Mouse pads: Ici on parle français!* Each \$5.00

*AATF Mugs*: White with blue logo and name. Each \$6.00

*AATF Notepads: Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): Each \$1.50.

*AATF Bic Clic Pens: AATF and Forward with French* on black and red pen. 6 for \$3.00; 10 for \$5.00.

*AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen*. Each \$8.00 (discounts for quantities).

*AATF Portfolio-size zippered bag: "Le Français m'ouvre le monde."* Navy nylon with white handles. \$10.00 (while supplies last).

**NEW!** *AATF Tote bag: Le français au cœur de l'Amérique.* Black nylon with handles. \$10.00 (while supplies last).

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. Prices valid through 6/30/00.

## CORRECTION

Please note the following corrections to the French Cultural Services addresses which appeared in the January 2000 issue of the *National Bulletin* (page 33): (1) the telephone and fax numbers of the Houston office are Tel: (713) 985-3285; Fax: (713) 572-2914; (2) the states of NC, SC, AL, GA, MS, and TN should be listed under Atlanta Consulate and AR should be listed under Houston.

## NEW DIRECTIONS IN BUSINESS FRENCH: IMPACT OF QUEBEC-PARIS CHAMBER OF COMMERCE COOPERATION

The American Association of Teachers of French is a major beneficiary as well as a supporter of cooperation between the Paris Chamber of Commerce (CCIP) and business French specialists in Quebec. For the first time last summer, there was a workshop held in Quebec that was jointly arranged by the Paris Chamber of Commerce, McGill University, and the University of Quebec at Chicoutimi. The new cooperation of these partners promoted in the 1999 workshop will be continued in another workshop in Summer 2000. As one of the founding members of the AATF's Commission on French for Business and as one of the longest promoters of French and Quebec cooperation, it was a personal pleasure for me to participate in this first joint workshop. Collaboration rather than competition between France and Quebec has been a goal of the AATF Commission on French for Business since the Commission's inception.

The three organizers from Quebec have all participated in convention sessions of AATF's Commission on French for Business where cooperative endeavors were discussed. Damien Ferland (University of Quebec at Chicoutimi) is an AATF member and served earlier on the Commission's steering committee. Hervé de Fontenay (McGill University) wrote an article in the commission's first published volume, *Issues and Methods in French for Business* (1995). James Archibald (McGill University) has both participated in AATF (organized sessions at conferences 1993) and invited both AATF and the Paris Chamber of Commerce to participate in a French for special purposes session at the *Association canadienne française pour l'avancement des sciences* (1996). All three Quebec experts continue to work with the AATF Commission on French for Business, and our current Commission chair Steven Loughrin-Sacco not only worked to promote the Summer 1999 workshop through AATF, but he also made available CIBER scholarships to cover tuition for five participants. Similarly, the current leadership of the Paris Chamber of Commerce, director Guilhène Maratier-Decléty, has continued the long-standing cooperation with AATF and with the Commission on French for Business. Not surprisingly, the vast majority of participants in the August 24-27 workshop were members of AATF.

This event had a long and diverse list of supporters. Tuition of \$725 Canadian (about \$500 U.S.) was kept low because of support from the Cultural Services of the French Embassy in Montreal and the Quebec Government's Ministry of International Relations. The Center for Interna-

tional Business Education Research (CIBER) at San Diego State University also helped with tuition, and institutional support was provided by McGill University, where the 1999 workshop took place, and by the University of Quebec at Chicoutimi. Administrators from both Quebec universities interacted with workshop participants and furnished speakers from outside the French Department.

Workshop instructors represented Quebec's business world, government, and the educational sector. In preparation for a local exam portion to be inserted in Fall 2000 into the international exams of the CCIP, session on the Quebec economy, Quebec business, and Quebec politics will have importance for teachers preparing students for exams of the Paris Chamber of Commerce. Similar sessions given on the French and European setting had been the focus of earlier workshops sponsored by the CCIP in Paris. Quebec workshops complement rather than compete with a French and European focus provided in France.

One session presented by the *Office de la Langue Française (OLF)* focused on the historical and cultural issues associated with *Loi 101*, a law that is more flexible than many realize. Representatives of the OLF explained both why this law was needed and how it functioned in a practical setting. Another session brought us to a building of the Quebec Chamber of Commerce. Representatives discussed the respective roles of the Montreal Chamber of Commerce, the Quebec Chamber of Commerce, and the Canadian Chamber of Commerce. Also we had an opportunity to ask questions about the interaction of government and business entities in a way that allowed us to understand how Quebec and Canada differ from both France and the United States.

Workshop instructors from the Paris Chamber of Commerce and McGill University raised pedagogical issues. Much of the pedagogical content resembled the four skills plus culture that one would find in many intermediate and advanced French classes whether or not students intended to take the CCIP exams. We did not come to a consensus in defining what "business French" is, a question posed by Laurence Bonnafous of the Paris Chamber of Commerce. However, we did focus on efforts by Marie-Claude Beauchamp (McGill University) to test out a draft textbook designed for fourth or fifth semester students. The group agreed on five objectives for students:

1. *Objectifs fonctionnels/professionnels*
2. *Objectifs socio-économiques*

3. *Objectifs culturels*
4. *Objectifs lexicaux*
5. *Objectifs grammaticaux*

While Laurence Bonnafous did not focus on the major revisions in Paris Chamber of Commerce exams being planned by others at the CCIP, the opportunity to test at a lower pedagogical level is likely. Implications will be more clear at the time of the Summer 2000 workshop. Bonnafous' classroom strategies and the applied grammar contexts presented by Professor Beauchamp and her colleagues in their draft textbook will be useful for CCIP testing at several levels regardless of revisions. They will also be useful to high school and college teachers who do not place to have students take CCIP exams.

Pedagogical methods included an acquaintance with technology. Several sessions were spent in the computer lab where participants navigated through the Web site [<http://francais-affaires.com>]. While it is labeled as a business French site, it has sections that go beyond French for business, and it establishes links with other important sites, including that of the AATF. One of the workshop instructors came from the business community, but his visit had a dual function. He was the creator of the software *Antidote*. On the one hand, he was a living example of how important the technology sector is for the Quebec economy. On the other hand, he spent an entire session walking us through this software that will be useful to students in the language learning center or to teachers who have access to it over a server. The software functions as a dictionary with meanings given according to usage in several countries. It is also a grammar correction program, a geography resource, and the source of a variety of other information.

The group of workshop participants ranged from business French experts like myself, to those who were planning to teach their first college course in business French, to high school teachers who planned merely to insert business-related topics in their classes. Without exception our reactions were positive. Most of us would have enjoyed a longer workshop, something that would have been feasible with added scholarship support. However, all of us found that the experience was worth the investment of both time and personal resources. I strongly urge others to take advantage of the Summer 2000 workshop (see calendar on page 43).

Patricia W. Cummins  
University of Toledo

## AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

An official AATF membership card is available to members. To obtain one, send a postcard to: AATF Membership Card, 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. Members registered for the Paris convention will automatically receive a card.

	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	

### SPECIAL ISSUES OF THE *FRENCH REVIEW*

Watch for the May 2000 issue of the *French Review* which is devoted to Paris. It will include articles of cultural, literary, linguistic, and pedagogical interest commemorating the site of our 2000 convention.

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.**

### MOVING THIS SUMMER? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.50 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you intend to move, please let us know your new address by returning this form to National Headquarters as indicated.

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Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. <b>Remember that no AATF publications are mailed over the summer.</b>			

## PROMOTION IN MOTION: ANOTHER REASON TO LEARN FRENCH

Students in my beginning French class often tell me that their friends and family members sometimes ask them incredulously, "Why are you taking French?" On the first day of class I distribute a small hand-out which gives them a few reasons. These include "You can send a fax in French to 44 countries around the world" and "You can understand French movies without looking at the subtitles." Recently, a student provided me with another reason—crossword French.

The student loves to do the *New York Times* crossword puzzles, and she has collected clues which can be solved only by persons who know French (and in some cases French geography). The words are mostly three- or four-letter words and would likely be known by people who had only studied a year or two of French. A list of the clues, with their solutions, follows. I plan to put a different clue on my French Club bulletin board each week and offer a small prize to the student who finds the most solutions. Once a person sees the pattern, they are easy to guess.

What a logical Parisian uses:	<i>tête</i>
Nice seasons:	<i>été</i>
Vichy water:	<i>eau</i>
Born in Burgundy:	<i>née</i>
To be in Toulouse:	<i>être</i>
You, to Yves:	<i>toi</i>
Here in Le Havre	<i>ici</i>
Invitation word:	<i>plaît</i>
Match opening cry:	<i>en garde</i>
Cannes farewell:	<i>adieu</i>
Evening abroad:	<i>soir</i>
Fr. holy woman:	<i>ste.</i>
It means nothing to some people:	<i>rien</i>
French legislature:	<i>Sénat</i>
April in Paris:	<i>avril</i>
The king of France:	<i>roi</i>
Springtime in Paris:	<i>mai</i>
Café additive:	<i>lait</i>
Bonne _____:	<i>nuit</i>
_____ d'outre-tombe:	<i>mémoires</i>

This proves that educated people know some French language and culture.

Jacki Thomas  
Texas A&M University-Kingsville

### CHECK THE WEB FOR UPDATES ON PARIS

The AATF Web site will have regular updates on activities occurring in Paris at the time of the convention at [<http://aatf.utsa.edu/>].

## ALLONS EN AFRIQUE

This past summer, I was one of 24 high school teachers from all over the U.S. chosen to participate in the National Endowment for the Humanities Institute entitled "The Cultural Geography of Francophone West Africa." Together we spent five weeks studying the dynamic cultures of this region.

The adventure began on 26 June 1999 when we all arrived at Old Dominion University where Dr. Chris Drake, who directed the Institute, teaches. We moved into campus apartments and began a two-and-a-half week marathon of study to prepare for the segment held in Senegal. Our "Welcome Basket" included maps of Norfolk, Virginia, a telephone, and a binder filled with the 858 pages that we would read before our departure. The next day we were able to start our homework before a reception at the home of Karen Gould, Dean of the College of Arts and Sciences, and also a scholar of Francophone Literature. By Monday we were in full swing: hour-long sessions with speakers and time to spend in discussion of the materials and their possibilities for use in our classrooms. We also toured the African Art collection at the Chrysler Museum of Art in Norfolk.

Dr. Drake led the Geography portion of the Institute, and the Literature section was led by Dr. Irène d'Almeida of the University of Arizona. Other faculty included Fallou Guèye of Columbia University, Janet Ring of Old Dominion, Kandioura Dramé of the University of Virginia, Karen Gould of Old Dominion, Tom Lansford of Old Dominion, Edris Makward of the University of Wisconsin-Madison, Elisabeth Mudimbe-Boyi of Stanford University, Matuku Ngame of Texas A&M University, and Abbe Guillet of C.W. Baker High School in Baldwinsville, NY.

We spent one night in Washington, DC during the 4<sup>th</sup> of July weekend. We left ODU at 6:30 a.m. and watched videos on the coach bus: feature films from Africa and documentaries about life in West Africa. Upon arrival, we met with the Ambassador of Senegal and his assistant M. Paul Ndong at our hotel. After lunch, we toured the French Embassy and met with M. Nicolas de Rivière. Our group ate an

African dinner, and some visited an African night club, Zanzibar. The next day started with a trip to the Islamic Center. We were met by a guide who spoke to us about the intricacies of Islam. As we were in a Mosque, women all wore long sleeves, long skirts or pants, and headscarves. After the Mosque, we toured the National Museum of African Art at the Smithsonian Institution with a guide. Still more videos were seen on the bus ride home.

We continued lectures, discussions, and classroom applications at ODU, along with evening sessions about poetry, theater, and the film *Gulewar*. Because Aminata Sow Fall was in Salt Lake City, and we would not be able to

Dakar. We impressed the restaurant and front desk staffs with our knowledge of Wolof which is spoken by about 80% of the people of Senegal. My roommate and I were very lucky; our air conditioning worked all the time, and we had four different channels on the television! We watched the *météo* as we got ready in the morning and had our daily laugh—it was hotter in the Chicago heatwave than it was in Dakar. And the experience prepared me for the electrical problems with Commonwealth Edison when I returned home because in Dakar the power goes out on a daily basis. We were there during the rainy season, but out of 16 days there, it rained only three times and only for short periods.

We were expecting more and really came to understand the agricultural problems.

Our two and a half weeks in Dakar were non-stop. Dr. Oumar Ndongo and his assistant Sarrany Bodian of the West African Research Center took us well in hand and provided us a memorable experience. We had a private bus and a saint of a driver, Nguaye. Most of our meals were at the guest house of the university, served by Fatou and her warm, welcoming staff. We ate rice and fish, fish and rice, and rice/fish stew, with the occasional chicken, *frites*, or *omelette*. We had a few free nights for meals and found a *boulangerie-pâtisserie* that sold pizzas and *pain au chocolat*...a little taste of France!

We took a city tour and spent a good deal of time and money at the Soumbédioune market, the old flower market, the HLM fabric market, and others, as well as at *Librairie ClaireAfrique*, *Librairie des Quatre Vents*, CAEC (Aminata Sow Fall's store), and *Présence Africaine*. Who knew French teachers could find so many things to import for their classrooms?

In Dakar, we had lectures with university professors and authors whose works we had studied. These included Alioune Badara Beye of *La Maison de Birago*, Aminata Maïga Ka, Adama Dieye, Latsoukabe Mbow, Bassirou Dieng, Alioune Tine, Penda Mbow, Boubacar Boris Diop, and Amadou Ly.

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## LANGUAGE LEARNERS IN THE 21ST CENTURY

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- Early Bird - Deadline: August 25
- Preregistration - Deadline: October 10

## 34th Annual Meeting and Exposition NOVEMBER 16-19, 2000 Boston, Massachusetts

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meet her in Dakar as planned, Dr. Drake was able to organize a teleconference with her which we all attended. The session was taped, and we all received copy.

Bastille Day was our big travel day. That morning we all sent home the binders we had grown to love and any other objects that would take up unnecessary suitcase space. We flew to New York's LaGuardia airport, and transferred to JFK for our 11 p.m. flight. When we woke up the 15<sup>th</sup>, we could see the coast of Africa as the plane approached. The adventure was well underway!

Because of renovations at the guest house of *l'Université Cheik Anta Diop* of Dakar, we stayed in a hotel near downtown

We also visited outside of Dakar. We toured *Lac Rose*, a source of salt and legends, the *Île de Gorée* with its infamous slave house, and also the Mariama Bâ school and World War II fortifications, the village of Théo, the *bibliothèque* at Thiaroye-sur-mer, a high school, Toubab Diallo, and took two overnight trips.

We spent two nights in Saint-Louis, near the border with Mauritania. On the road north, we stopped at Thies, site of the 1947 railroad strike, and also visited a tapestry factory. We stopped at peanut fields, upland rice fields, and baobabs. Children appeared anytime the bus stopped, so we had plenty of photo opportunities and new friends with whom to talk. In Saint-Louis, we discussed the spreading of the Sahara, visited the university, the dam on the Djama River, and spent an afternoon on the *Langue de Barbarie*. We also took a tour of the city, seeing the *Lycée Faidherbe*, the old governor's mansion, and the hotel where Antoine de St.-Exupéry stayed during *Aéropostale* flights. The television channels here were in French, several in Arabic, one in Portuguese, and CNN in English. It was an odd collection, and the Ford commercial in Arabic was a real example of how much cultures affect each other. Some of us visited a *cybercafé* and sent home e-mail from Africa. On the trip home we passed through Louga, which has recently grown as it is the hometown of the current president Abdou Diouf. We then went to Touba and visited the giant Mosque there. This city is the sacred center of the Mouride Brotherhood of Islam which was founded by Amadou Bamba.

Our other trip took us south to the *Petite Côte*. After lunch in Mbour, we visited the fishmarket in Mbour. It was a full-sensory experience as we passed the tables filled with millions of fish drying in the sun. Fish is Senegal's largest export, having surpassed peanuts in the mid-1980s. We spent the night in the resort town of Saly-Portudal. We felt bad for the tourists who come here straight from the airport and think that it is the real Senegal. Our assignment was to interview tourists and see where they were from, where else they had been, and their thoughts in general. We discussed the results the next day on the bus to Joal, the childhood home of Léopold Sédar Senghor. We toured the house and also visited the seminary where Senghor was educated. We rode in *pirogues* (dugout canoes; ours were a little leaky) to the island village of Fadiout, which is made up of shells. This was, unfortunately, one of the days that it rained, and *pirogues* do not come with canopies.

The time spent in Senegal was not always easy. Many people live in conditions of extreme poverty, and polio is quite a visible reality. We were touched by the open nature of the Senegalese who

invited us into their homes, answered our questions, and discussed their hopes for the future of their country. We all returned home changed in ways that not everyone can understand but that will make us better French teachers and better people in general, since our eyes have been opened to another way of life.

I am grateful to the director, Dr. Chris Drake for her hard work, all the contributing faculty, especially Irène d'Almeida and Fallou Guèye, who lived in Senegal and provided valuable insights during our stay there, and also to my colleagues for their ideas for use in the classroom and out and for an experience I will never forget.

Samantha Godden-Chmielowicz

**List of participants in NEH Institute in Senegal:** (\* designates AATF members): \*Jean Amick (KY), \*Jacqueline Barnwell (CT); Jennie Bolan (WI), \*Kathy Burton (CA), \*Annmarie Cipollo (NY), \*Lori Langer de Ramirez (NY), \*Nicole Desrosiers (MA), \*Olivia Dorman (CA), \*Samantha Godden-Chmielowicz (IL), \*Jane Goodman (VT), \*Lori Johnson (PA), \*Therese Keoseian (MA), \*Janice Letson (CA), \*Norma Mabry (CT), \*Gail Massot (VA), \*Valerie Matejowsky (LA), \*Michel Methot (MA), \*Lois Mulvaney (IA), Karin Narcisse (MA), Tim Nealigh (OH), \*Jennifer Robinson (OK), \*Elizabeth Schollaert (VA), \*Karoline Steckley (WI), \*Kathy Swanson (CO).

### GIFT FROM ACTFL AWARD WINNER

AATF member Joanna Crane (AL) has recently made a very generous gift to support our activities to promote French. Joanna was the recipient of the 1999 ACTFL Florence Steiner Award for Leadership in Foreign Language Education K-12, announced last November. Her nomination was sponsored jointly by the AATF and the Alabama Association of Foreign Language Teachers (AAFLT). Along with the Steiner Award, Joanna received a check for \$500 from ACTFL.

Joanna sent AATF \$250 of this award adding an additional \$250 of her own. She sent a similar amount to the AAFLT. We wish not only to congratulate Joanna on her award, on her many years of teaching and helping teachers of French in Alabama, and on her 34 years of membership in the AATF, but we want to thank her most sincerely for her support of the AATF. *Merçi, Joanna.*

### What's New in the French Review?

#### Vol. 73, No. 5 (April 2000)

Among the exciting articles in this issue, you will find:

- "The French Fête de l'Internet" (Leruth);
- "Louis Pasteur, Marie Curie, and the TGV: Developing a Course in Scientific and Technological French" (Raycraft);
- "'Cher Pierre que je ne reverrai plus ici': Marie Curie's Mourning Journal, 1906-1907" (Nichols-Pecceu);

as well as articles on Camus, Le Clézio, and much more. And don't forget "La Vie des Mots."

### NEW! COLOR NOTECARDS



We have taken six winning posters from the 1999 AATF FLES\* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme *Le Français: Clé du monde francophone*. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00.



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# CALENDAR OF EVENTS

**68<sup>ème</sup> CONGRÈS DE L'ACFAS: COLLOQUE INTERNATIONAL SUR LA DIFFÉRENCE CULTURELLE: ENJEUX ET DÉFIS, LA CULTURE DES ORGANISATIONS ET L'IMPACT DE CELLE-CI SUR L'EXPANSION COMMERCIALE DANS LE CADRE DE L'ALÉNA**, 15-19 mai 2000, l'Université de Montréal, Canada. Information: J. Archibald, Dépt. de langues et de traduction, Université McGill, 680, rue Sherbrooke Ouest, 11<sup>e</sup> étage, Montréal, QC H3A 3R1 Canada. Téléphone: (514) 398-6160; FAX: (514) 398-2650; Courriel: [lang@conted.lan.mcgill.ca] ou consulter le secrétariat de l'ACFAS: [congres@acfas.ca].

**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].

**STAGE «LE FRANÇAIS DES AFFAIRES» - CCIP/QUÉBEC**, August 21-25, 2000, Chicoutimi, Quebec. Information: Consult the Web site: [http://www.francais-affaires.com].

**WEST VIRGINIA UNIVERSITY 25<sup>TH</sup> COLLOQUIUM: THE FEMALE GAZE IN LITERATURE AND FILM**, October 12-14, 2000. Information: Armand E. Singer, Department of Foreign Languages, P.O. Box 6298, West Virginia University, Morgantown, WV 26506-6298; Telephone: (304) 293-5121; Fax: (304) 293-7655; E-mail: [singer@wvu.edu].

**AMERICAN COUNCIL FOR QUEBEC STUDIES**, October 26-29, 2000, Montreal. Information: Matthew Smith, ACQS Administrator, Plattsburgh State University, 133 Court Street, Plattsburgh, NY 12901; Telephone: (518) 564-2392; Fax: (518) 564-2112; E-mail: [acqs@plattsburgh.edu].

**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].

**THE FOREIGN LANGUAGE ASSOCIATION OF MISSOURI (FLAM)**, November 3-5, 2000, Lodge of the Four Seasons, Lake of the Ozarks, MO. Information: Ruth Doyle, 302 Johnson Avenue, Warrensburg, MO 64093. Telephone: (660) 757-9336; E-mail: [rdoyle@iland.net].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 15-16, 2000, Boston. Information: Loretta Williams, President, Plano ISD, 2700 West 15<sup>th</sup> Street, Plano, TX 75075; Telephone: (972) 519-8196; Fax: (972) 519-8031; E-mail: [lwilla@pisd.edu] or Erwin Petri, E-mail: [eapetri@home.com].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 17-19, 2000, Boston, MA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2000, Washington, DC. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS**, February 24-27, 2001, St. Louis, MO. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org]; Web site: [http://www.aaal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, February 27-March 3, 2001, St. Louis, MO. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-

7864; E-mail: [tesol@tesol.com]; URL: [http://www.tesol.com].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, April 19-22, 2001, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web site: [http://www.dickinson.edu/~nectfl].

**CENTRAL STATES CONFERENCE**, April 26-29, 2001, Indianapolis, IN. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531. Telephone: (614) 529-0109; FAX: (614) 529-0321; E-mail: [dging@iwaynet.net].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 5-8, 2001, Denver, CO. 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/].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 14-15, 2001, Washington, DC. Information: Loretta Williams, President, Plano ISD, 2700 W. 15<sup>th</sup> St., Plano, TX 75075; Telephone: (972) 519-8196; Fax: (972) 519-8031; E-mail: [lwilla@pisd.edu] or Erwin Petri, E-mail: [eapetri@home.com].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 16-18, 2001, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2001, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

## CONVENTION INFORMATION

- ◆ Registration - form in November *National Bulletin*
- ◆ Hotel - form in September *National Bulletin*
- ◆ Airfare - 10% off TWA airfares (see page 33)

All information is on the AATF Web site at

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

or available from National Headquarters. AATF Convention, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; FAX: 618-453-5733; E-mail: [akwalsh@siu.edu](mailto:akwalsh@siu.edu)

## REMINDER: IMPORTANT DEADLINES AND DATES

April 15, 2000	Deadline for submissions to the <i>Grand Concours Mondial de Chansons</i> (see January issue)
April 30, 2000	Deadline for nominations for Executive Secretary of the <i>Société Honoraire de Français</i> (see January issue)
	Deadline for applications for National K-12 Foreign Language Resource Center Summer 2000 Institutes (see page 32)
May 1, 2000	Deadline for MLA Scaglione Literary Prizes, Bibliography, Independent Scholar, and Mildener Prize (see November issue)
June 15, 2000	Pre-registration Deadline for 2000 Convention Registration (see form in November issue, or AATF Web site)
July 17-20, 2000	AATF <i>Congrès à Paris</i> (see also November issue or AATF Web site)
August 1, 2000	Deadline for submissions to <i>French Review</i> special issue on pedagogy (see page 40)
	Deadline for submissions to the September <i>National Bulletin</i>
September 1, 2000	Deadline for submissions for AAUSC 2001 Volume (see page 10)
November 4-10, 2000	National French Week 2000 (see page 13)

## **This videographer needs your help!**



Over the coming months, Bernard Petit will be doing short interviews with a number of highly visible American personalities from the worlds of entertainment, media, sport, government, and business.

Fame alone, however, will not determine which celebrity goes before the camera. Only prominent individuals who speak French or who appreciate Francophone cultures will be given the opportunity to shine *en français*.

The project: a promotional video for AATF members which will show how central the teaching of French has been and continues to be in the training of leaders in all walks of American life. Our new video will be called:

## ***FRENCH CLIPS***

What can you do to help? Contact the videographer immediately with ideas for potential interviewees, and especially with references which will enable him to reach influential people who might be willing to bring our cause to the nation's front stage.

### **Contact**

**Dr. Bernard Petit**  
4880-3 Lake Waterford Way  
Melbourne, Florida 32901

**phone: (321) 727-3660**

**fax: (321) 727-9954**

**e-mail: [bernardpetit@earthlink.net](mailto:bernardpetit@earthlink.net)**

**Celebrate National French Week:  
La Semaine du Français 2000  
November 4-10**



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