



Gladys C. Lipton

Chers Collègues,

I plan to devote this presidential message to the following topics: **La Francophonie, La Semaine du Français: National French Week**, reflections about the 2000 AATF Congrès in Paris, and new international directions for the AATF

**LA FRANCOPHONIE ET LA SEMAINE DU FRANÇAIS: NATIONAL FRENCH WEEK**

As we return to our classes with our many responsibilities, National French Week: *La Semaine du Français* will be celebrated this year November 4-10, 2000. Here, as in other aspects of our professional activities, is still another opportunity to demonstrate the importance of *La Francophonie* in the promotion of French. Are you ready? Are all your friends and colleagues ready to make the 2000 celebration of National French Week an even bigger splash than last year's successful activities? Is your chapter ready? Is your region ready? Have you contacted the many "isolated" teachers of French in your state? Have you requested proclamations from governors, mayors, your school principal or your college president, local corporations or Chambers of Commerce, department stores, community and civic organizations? Have you alerted your local radio and TV stations to expect news bulletins on activities? Have you contacted the people in charge of tall buildings with rotating marquees to plan to support our project of "Lighting up America with National French Week?" To give you additional insights, check the AATF Web site [http://aatf.utsa.edu/] on a regular basis for all kinds of updates on National French Week.

Let's make it bigger! Let's make it brighter! Let's make it better! Let's get more people involved and divide the work! LET'S GO National French Week: *La Semaine du Français!*

**LA FRANCOPHONIE AND THE 2000 AATF CONGRÈS IN PARIS**

As I reflect about our AATF Congrès in Paris, it strikes me that our success is due, in part, to one of the important aspects which pervaded the Congrès: *La Francophonie*. Whether that's the term you use, or *French Around the World*, or *French is Spoken on Five Continents*, etc., it was clearly evident in nearly all the AATF and *Fédération Internationale des Professeurs de Français* (FIPF) sessions. This is significant as many teachers of French honor, embrace, and celebrate this essential component of our profession.

Each participant, I am sure, came away with different memories of what took place at the Congrès. For me, and I am sure that there are important omissions in my list, here are some of my memorable images: attending the impressive opening session, held jointly with the FIPF, in which the AATF played such an important and visible role; encountering some of our exuberant 700 AATF participants at sessions and on the way to and from the exhibits and the *Palais des congrès*; sharing ideas with the heads of many international organizations at the *Réunion des représentants des associations internationales*, where we heard speakers from all over the world advocate (among other topics) the need for more elementary school French programs (FLES\* or *l'enseignement précoce*); attending our many informative and exciting AATF and FIPF presentations and *tables rondes*, ranging from literature and politics to various aspects of *la Francophonie* and the promotion of French, such as our *Semaine du Français: National French Week*; participating in receptions given by the *Ministère des Affaires étrangères* at the *Palais Royal* and at the *Chambre de Commerce et d'Industrie de Paris*, among others; viewing the excellent presentation of *Paristoric*; examining the wide range of materials and services displayed at the exhibits; attending an impressive performance of *Notre-Dame de Paris*; participating in our AATF *Banquet d'honneur*, attended by 200 of our members

and our newly named Honorary Members, Michel Girardin and André Maman, our *Lauréats d'Allons en France 2000*, and the many international dignitaries from the FIPF, the *Ministère des Affaires étrangères*, the Brazilian Federation of French Teachers, the FIAP Jean Monnet, *les Services culturels*, and others.

Overall, what was most impressive were the many comments made about how exciting it was to network with the representatives from different parts of *la Francophonie* through all the activities, the activism, and the strength of the AATF and the FIPF. It appears that many countries around the world are facing some of the same challenges that we are facing with the difference that for some other countries, English and other languages are most popular. The representatives from many countries were delighted to hear about some of the steps that we have been taking to try to turn the situation around for French. They, like us, recognize that it will take years to accomplish our immediate and long-range objectives.

One other memorable event was reinforced when I returned home. I had been invited to speak about the AATF on a radio program hosted by Jean-Jacques Bourdin in Paris. He asked questions about the status of French in the U.S., the number of

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teachers of French, how we were attempting to improve the status of French through *La Semaine du Français* and through the use of our many promotional brochures, and whether Americans use French words and expressions. The interview lasted only five minutes, and I thought that no one would hear the program. Upon checking my e-mail at home, there was a message from a teacher in Arizona, whose mother, who lived in Paris, had suggested that her daughter get in touch with me about obtaining the brochures I had mentioned during the program. Isn't it a small world?

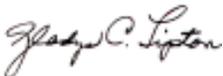
We are all grateful for the enormous efforts of our talented Executive Director Jayne Abrate and her staff to coordinate the various activities, sessions, logistics, and events into an unforgettable AATF *Congrès*! We are indebted to members of the Program Committee for helping to select a varied and stimulating program: Jayne Abrate, Lee Bradley, Donna Clementi, Marie-Christine Koop, Gladys Lipton, Helen Lorenz, Robert Ludwig, Vincent Morrissette, Mary Jo Netherton, Geraldine O'Neill, Jean-Pierre Piriou, and Diana Regan. We enthusiastically salute the stellar presentations by over 250 speakers!

#### LA FRANCOPHONIE AND NEW INTERNATIONAL DIRECTIONS FOR THE AATF

It gives me great pleasure to announce the following two new international directions for the AATF. Thanks to the efforts of our President-Elect Jean-Pierre Piriou, the AATF has signed an agreement with the Brazilian Federation of French Teachers so that French teachers in North and South America can be united in their efforts to exchange ideas, to participate in each other's conventions and meetings, to write for each other's journals, and to support the promotion of French, among other objectives. This new collaboration promises additional networking opportunities ahead for teachers of French, and we hope that other countries' associations will decide to join us.

The second new direction for AATF, and here again, we are grateful to Jean-Pierre Piriou, relates to the AATF proposal for another joint meeting of the AATF with the FIPF. This was approved by both the AATF and FIPF Executive Councils in Paris. We look forward to an exciting joint meeting which will take place in Atlanta in the year 2004. You will be hearing more about this meeting as details become available.

*Bien cordialement à toutes et à tous,*



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

## AATF WELCOMES TWO NEW HONORARY MEMBERS

At the AATF Awards Banquet in Paris on July 19, 2000, two new honorary members were welcomed to the AATF.



**Michel Girardin**, *Directeur commercial du FIAP Jean Monnet* in Paris, is a long-time friend of the AATF. A member of the local committee for the Paris convention, Michel contributed to many aspects of the convention which made it truly memorable for all involved. He organized the pre- and post-convention excursions (Read more about these trips in the November *National Bulletin*.) and coordinated hotel reservations for AATF members. This was a major undertaking requiring extensive negotiations with hotels to secure blocks of rooms and reasonable prices during peak tourist season. Michel was instrumental in organizing the International Meeting of Association Presidents held the day before the convention, and in securing the historic Concorde St. Lazare hotel for our awards banquet. He also helped with countless other details of the organization of the convention. We are delighted to welcome Michel Girardin as a new Honorary Member of the AATF.



**Senator André Maman**, another long-time friend of the AATF, has been a frequent speaker at AATF meetings. He was for many years a professor at Princeton University and was an AATF member for more than thirty years. More recently, he has served in the French Senate representing *les Français à l'étranger*. He has nevertheless maintained his close ties with American teachers of French and has attended many conventions, including Lyon (1996) and Paris (2000) where he gave a memorable talk on the current state of French society. He has also been a regular participant in local AATF chapter activities, most notably participating in 1999 National French Week festivities in Philadelphia. We are proud to welcome Senator André Maman as an Honorary Member of the AATF.

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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.

## **A MESSAGE FROM THE EXECUTIVE DIRECTOR**

The summer of 2000 has proven to be a busy time for the AATF. In addition to the Paris Convention which you can read about on page 4, many exciting changes are occurring in the profession. The first ever national foreign language assessment will be administered in 2003 (see page 40), and several AATF members were involved in creating the framework for this assessment. The President and Vice-President, the Secretaries of State and Education, as well as numerous forward-thinking members of Congress are placing new emphasis on foreign language education (see pages 7, 9, and 18). The agreement of cooperation signed in Paris by the AATF and the Brazilian Federation of French Teachers (FBPF) will open many new opportunities for international collaboration and exchange. Finally, National French Week, which the Executive Council and the Assembly of Delegates voted in Paris to institutionalize as an integral part of our programs, is making French more visible across the U.S. and around the world.

As evidence of this new-found collaborative spirit, the AATF submitted its candidacy to host the next meeting of the *Fédération Internationale des Professeurs de Français* (FIPF) jointly with our annual convention. Our application was approved in Paris, and the AATF will meet together with the FIPF in Atlanta in 2004. Planning a meeting for more than 2000 French teachers from many countries with a program of the caliber of the Paris program will be a major undertaking, and we will certainly be seeking the advice, support, and help of our members in the coming months.

We are nearing the date when dues renewal notices for 2001 will be in the mail. Please return these promptly so that you can continue to receive your publications uninterrupted. Elections will be held for Vice-President as well as for Regional Representatives in New York and the Southeast (Regions I, III, and V). Take the time to cast your ballot by November 1. Return ballots and invoices with payment to National Headquarters, and while you are at it, consider including a contribution to the AATF Fund for the Future (see page 7).

Remember that recruitment is everyone's responsibility. If you know French teachers who are not AATF members, share an issue of the *National Bulletin* or *French Review* with them and urge them to join. Make certain that all current members renew for the upcoming year. College and university faculty should urge their colleagues and, even more important, their students to join their professional association. In 2000, we

gained 1200 new members for the Association, yet membership remains steady at just under 10,000. We each need to contact our colleagues who are not renewing and urge them to continue their membership. We need your help.

Our second National French Week is approaching. I hope you have already planned at least one activity to celebrate *La Semaine du Français*. Contact your local chapter officers (see the Web site at [<http://aatf.utsa.edu/>] for an up-to-date list) to learn what is being planned where you live. It is important for every AATF member to do something, however modest, to take French out of the classroom. Promotion works! I have heard story after story of successes, increased morale, and growing enrollments following last year's National French Week. The AATF Web site [<http://aatf.utsa.edu/>] contains hundreds of ideas, large and small, for celebrating, collaborating, and publicizing National French Week. Promotional materials are available at cost from National Headquarters (see page 32) or make your own. Dates for National French Week 2001 will be announced in January.

Now that the Paris convention is over, we can look forward to next July 5-8 in Denver. The call for proposals is on page 37. We encourage you to attend this important professional opportunity devoted exclusively to the needs of French teachers. *Venez nombreux!*

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

### **AATF SUMMER SCHOLARSHIPS 2001 PRELIMINARY ANNOUNCEMENT**

We are working hard to finalize agreements for scholarships for study abroad during the summer of 2001. In addition, a new scholarship for an undergraduate French major preparing for a career in teaching will be announced in November.

The *Université de Montréal* has provided at least one scholarship for the past several years, and we hope that this will continue as well. We also hope to provide scholarships for study in France, Switzerland, and Belgium.

At this time we wish to inform interested members that more details and application materials will appear in the November *National Bulletin*. They will also be posted on the AATF Web site [<http://aatf.utsa.edu/>] as soon as they are available. Note that the application deadline for all scholarships is **February 15, 2001**.

## **INSIDER'S GUIDE TO THE TOUR DE FRANCE**

Those of us who have been in France over the years during the month of July and have been able to follow the *Tour de France* coverage on French television have learned about the history of this world-famous sporting event. We have heard the names of the great champions such as Jacques Anquetil, Eddy Mercks, Bernard Hinault, and Miguel Indurain. The two Americans who have won the race, Greg LeMond (1986, 1989, 1990) and Lance Armstrong (1999, 2000), have generated excitement and new interest in the *Tour de France* in the U.S. They both have won races in dramatic fashions. Who can forget LeMond's exploit in a time-trial on the last day of the race giving him an eight-second victory over French champion Laurent Fignon in 1989? This year, Armstrong proved to doubters that last year's win was no fluke. Despite, rain and cold, his machine-like ascension of Hautacam in the Pyrenees during the 10<sup>th</sup> stage where he whittled away at a 40-minute lead by the Spaniard Javier Otxoa, nearly catching him in the final kilometer, gave him the *maillot jaune* and established him as the racer to beat.

Armstrong's team was sponsored by the U.S. Postal Service who produced a multi-page color flyer entitled "Insider's Guide: Tour de France 2000." In English, the flyer provides a brief history of the race as well as an overview of the race in 2000. It includes an interview with *Directeur Sportif* Johan Bruyneel and biographies of all twelve racers on the U.S. Postal team. On the back, it has a map of this year's race, a glossary of race terminology, and a table to list the winners of each stage. Although the 2000 race is over, this document provides an excellent introduction to the *Tour de France*, and by consulting the many Web sites devoted to the *Tour de France*, teachers can incorporate this event into the curriculum. The official *Tour de France* Web site is [<http://www.letour.fr/>], and other Web sites can easily be found by performing a search using one of the major search engines like [<http://www.yahoo.com/>] or [<http://www.nomade.fr/>].

If you didn't pick up a copy of this flyer, check with your local Post Office to see if they have any remaining. It is likely that they will produce a similar document for the 2001 race.

**2001 AATF CONVENTION  
DENVER, COLORADO  
JULY 5-8, 2001**

# PARIS: LA PLUS GRANDE RENCONTRE DE PROFESSEURS DE FRANÇAIS DE L'HISTOIRE

Le 73<sup>e</sup> Congrès annuel de l'AATF s'est déroulé à Paris du 17 au 20 juillet. Plus de 700 professeurs membres de l'AATF se sont réunis conjointement à 2500 professeurs de français venus de 120 pays pour le X<sup>e</sup> congrès de la Fédération Internationale des Professeurs de Français (FIPF) qui a lieu tous les 4 ans. De nombreuses manifestations ont été prévues à l'intention des congressistes de l'AATF, et en plus les Américains étaient invités à participer à toutes les activités organisées par la FIPF.

Le Conseil exécutif est arrivé quelques jours avant le congrès, et plusieurs d'entre nous ont pu assister au défilé du 14 juillet sur les Champs-Élysées avant de nous mettre au travail. Le Foyer International d'Accueil de Paris (FIAP) Jean Monnet nous a accueillis pour des réunions le 15 et le 16 juillet. La veille du congrès, l'AATF a organisé avec le FIAP un rencontre-débat suivi d'un dîner où était conviés les présidents des associations nationales membres de la FIPF. L'événement a été animé par Bernard Cassen, Directeur du *Monde Diplomatique*. Plusieurs professeurs ont témoigné de la situation du français dans leur pays et de leurs efforts pour promouvoir l'étude du français. Lors du dîner, les participants ont pu assister à la signature de l'accord de coopération entre l'AATF et la Fédération Brésilienne des Professeurs de Français (FBPF). En même temps, de nombreux congressistes ont eu l'occasion de visiter Giverny, grâce à une excursion offerte par France Langue.

Les deux congrès ont officiellement démarré lundi le 17, journée commune, avec la séance d'ouverture où des responsables de tous les organismes partenaires de la FIPF qui ont parrainé le congrès ont pris la parole. L'AATF était représentée par notre Président-élu Jean-Pierre Piriou. Ensuite des séquences vidéo montées par TV5, une dictée animée par Bernard Pivot, une conférence de Jacques Attali et le spectacle multimédia *Paristoric* ont rempli la journée. En soirée, dans les jardins du Palais Royal, le Ministère des Affaires étrangères a offert une réception à tous les congressistes.

Dans le hall des expositions, les congressistes pouvaient visiter les stands des éditeurs français, des écoles de français langue étrangère, des compagnies de voyages scolaires, des producteurs de matériel audio-visuel et informatique, tous dévoués uniquement au français. À côté des expositions se trouvaient le Cyberspace avec des ordinateurs en libre-service et une salle de démonstrations ainsi qu'un Café littéraire où se déroulaient différentes manifestations

musicales et littéraires. Au stand de l'AATF on voyait passer beaucoup de nos congressistes qui se sont arrêtés se faire prendre en photo avec un membre du Conseil exécutif ainsi que bon nombre de professeurs de français venus d'ailleurs qui voulaient nous rencontrer. Et pendant tous le congrès, nous étions sollicités pour des interviews à la télévision, à la radio et pour la presse écrite. Les congressistes pouvaient également profiter d'une exposition de tableaux originaux conçus pour le congrès par l'artiste acadienne Paulette Foulem.

Mardi, mercredi et jeudi les intervenants de l'AATF ont parlé aux congressistes, y compris nos invités d'honneur le Sénateur André Maman, Roger Chamberland de l'Université Laval au Québec, Guilhène Maratier-Decléty, Bernard Lévêque et Michael Balcon de la Chambre de Commerce et d'Industrie de Paris, Alain Kimmel du Centre international d'études pédagogiques de Sèvres, Odile Ledru-Menot de l'Université de Paris III, Jacques Pécheur, ancien Rédacteur du *Français dans le Monde*, et Philippe Hoibian de l'Université de Franche-Comté. Des activités en parallèle et en soirée ont permis aux congressistes de sortir du Palais des congrès. Une vingtaine d'entre eux ont eu la chance de visiter la collection de manuscrits anciens à la Bibliothèque Nationale et d'explorer la nouvelle Bibliothèque François Mitterrand. Ces visites nous ont été offertes par l'intermédiaire de Monique Cohen, amie de Christopher Pinet, Rédacteur de la *French Review*, et nous les en remercions.

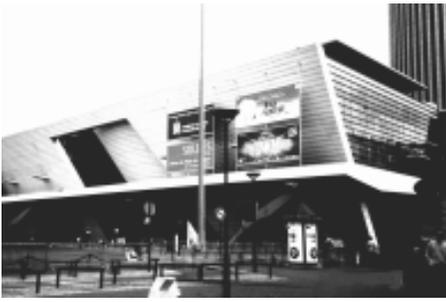
Mardi soir plus de 200 congressistes AATF ont assisté à la première d'un nouveau film français, *Deuxième Vie*, présenté par son metteur en scène et star Patrick Braoudé. Ils se sont rendus au Cinéma des cinéastes, dirigé par l'Association des auteurs-réalisateurs-producteurs de cinéma, où ils ont été accueillis par Peter Kirkpatrick, membre de l'AATF qui travaille depuis longtemps avec cette association. Jeudi après-midi, une centaine de congressistes ont visité l'Institut Pasteur. En plus de ces différentes activités, le Conseil exécutif a assisté à une réception organisée par la Chambre de Commerce et d'Industrie de Paris pour les Conseils et invités d'honneur de l'AATF et de la FIPF et à une réception donnée par le gouvernement du Québec.

Sans doute l'événement culminant de notre congrès était le Banquet d'honneur, le 19 juillet, où nous avons fêté un congrès réussi et honoré les lauréats de l'an 2000.

Grâce à l'intervention de Michel Girardin, l'Hôtel Concorde St. Lazare, classé monument historique, a fermé exceptionnellement son lobby pour y installer notre banquet. Dans un cadre magnifique, 200 convives ont profité d'un repas exquis. Nous y avons accueilli plusieurs invités d'honneur: **François Nicoulaud**, ancien Directeur général de la Coopération et du Développement au Ministère des Affaires étrangères, maintenant Conseiller diplomatique du Gouvernement; **Bruno Delaye**, actuel Directeur général de la Coopération et du Développement et récemment Ambassadeur de France au Mexique; le Sénateur **André Maman**; **Jean Garbe**, Directeur de la Coopération culturelle et du Français; **Michèle Sellier**, Sous-directrice du Français; **Alain Braun**, Président sortant de la FIPF; **Annie Monnerie-Goarin**, ancienne Secrétaire générale de la FIPF; **Marcel Danan**, Président de la Commission Amérique du Nord de la FIPF; **Dario Pagel**, Président de la Fédération brésilienne des Professeurs de Français et récemment élu Président de la FIPF; **Charles Barrière**, Attaché culturel à New York; **Jean-Paul Roumégas**, Attaché culturel à Brasilia; **Adam Steg**, Attaché audio-visuel à la Nouvelle Orléans; **Régine Thomas**, Membre honoraire de l'AATF; **Jean-Pierre Évain**, Ministère des Affaires étrangères; **Gérard Duval**, Directeur du FIAP Jean Monnet; **Michel Girardin**, Directeur commercial du FIAP; **Marc Grosvalet**, photographe de la photo qui figure sur la nouvelle couverture de la *French Review*; et les sept lauréats du Grand Concours, Allons en France 2000.

Le congrès de l'AATF s'est terminé officiellement jeudi après-midi, mais beaucoup de nos congressistes ont profité du dernier jour du congrès de la FIPF, vendredi le 21 juillet. En plus des sessions et tables rondes, les participants ont pu écouter des discours prononcés par le Ministre de l'Éducation nationale Jack Lang et par le Premier Ministre Lionel Jospin lors de la cérémonie de clôture, suivi d'une réception à la Mairie de Paris.

Selon les fiches d'évaluation que nous avons reçues, les congressistes de l'AATF étaient ravis de se trouver à Paris en compagnie de gens venus de partout dans le monde qui partagent leur amour pour la langue française et dans un lieu où le français était la seule langue commune. Notre prochain rendez-vous mondial aura lieu dans quatre ans quand l'AATF fêtera son 78<sup>e</sup> Congrès annuel et la FIPF son XI<sup>e</sup> Congrès ensemble à Atlanta.



Le Palais des congrès (Porte Maillot)



Marcel Danan, Président de la Commission Amérique du Nord de la FIPF et membre de l'Association Québécoise des Enseignants de Français langue étrangère.



François Nicoulaud lève son verre à l'AATF à côté de Rebecca Valette, ancienne Présidente de l'AATF.

# VUES



Représentant Régional Lee Bradley annonce les lauréates pour le titre de Meilleur Professeur de l'Année. Présidente Gladys Lipton et Président-élu Jean-Pierre Pirou s'apprêtent à les féliciter.

# DU



Régine Thomas, Membre honoraire de l'AATF, Townsend Bowling, Président de notre Commission Télématique, et Michèle Magnin (CA) à la réception au Palais Royal.

# CONGRÈS



Les congressistes de l'AATF au Banquet d'honneur à l'Hôtel Concorde St. Lazare.

"Tintinnabuler," tableau de l'artiste acadienne Paulette Foulem, réalisé pour le Congrès.



Alain Braun, maintenant Président sortant de la FIPF, et Annie Monnerie-Goarin, maintenant ancienne Secrétaire générale de la FIPF, déjeunant au FIAP.



# A WASHINGTON UPDATE: EDUCATION AT A CROSSROAD

Education in America is at a very important crossroad. The national elections in November may be the most significant in history for determining the direction of education in this country. Almost every major poll shows education as the primary campaign issue for a majority of American voters. It is no longer the nonpartisan, back-burner issue of the past. By making education a key national priority, the current administration elevated it in the public consciousness and accomplished more education reform than any previous administration but in doing so made it an intensely partisan political issue. American voters in the last two elections rejected the 1994 Republican Revolution's attempts to return education to the back burner by eliminating the Department of Education, exterminating the National Endowments, getting rid of international education exchange, reducing education spending, and sending all education decision-making back to the states. But while the debate may now be less ideological, and there may be at least grudging agreement that there is a national role, education politics are no less partisan and intense. There are legitimate and serious disagreements between the President and Congress; the House of Representatives and the Senate; Republicans and Democrats; and Conservatives, Moderates, and Liberals over what national education policy should look like, how it should be accomplished, and what it should cost.

Debate in the 106<sup>th</sup> Congress was a great deal more sophisticated than in previous Congresses, and it is beginning to take on some relatively clear dimensions which national elections may help focus even further. At the risk of oversimplification, some of the issues in the current debate are systemic education reform including high standards versus block grants tied to accountability; teacher accountability versus school accountability versus student accountability; vouchers versus assistance to urban and rural schools; more teachers versus better teachers; and safe schools versus improved schools. The National Endowments for the Arts and Humanities continue to receive close scrutiny, and, just recently, the federal commitment to research in general has come under attack. There is considerable agreement about charter schools, literacy, and technology, but what these programs should look like and cost is very much in contention. The conservative Republican House of Representatives, in particular, has tended to address education as an economic issue. For example, this

year the issue has been cast, at least in part, as tax cuts versus education spending.

The current 106<sup>th</sup> Congress, which is rapidly running out of time to accomplish anything, was supposed to reauthorize the Elementary and Secondary Education Act (ESEA) this year. It will not happen. The Administration sent their elementary and secondary education bill to Congress early last year. It was legislation committed to education reform across a number of important areas including high quality standards, professional development, teacher recruitment, technology, school accountability, and parental involvement. It had major components dealing with increased foreign language instruction and helping all teachers deal with students whose proficiency in English is limited. In the House, it was dead on arrival. They decided instead to reauthorize elementary education in a piecemeal fashion that produced five separate, highly partisan bills that largely focus on eliminating small federal programs such as Foreign Language Assistance and International Education Exchanges; providing block grants that reduce federal education spending and sending other program funds to the states to spend as they determine; focusing on teacher accountability; and restricting programs such as compensatory education for the disadvantaged and bilingual education. The usually more moderate Senate has been unable to pass any legislation dealing with elementary and secondary education. It is not an overstatement to say that the fate of the federal commitment to elementary and secondary education will be decided in November's elections.

Spending is another matter. For the last few years, with a strong economy and budget surpluses, the President has sent Congress requests for historic increases in federal education spending. In the current spirit of intense partisanship, the House has responded by ignoring his requests or actually decreasing education funding. The Senate has usually tried to find a compromise. When the budget deadline passed and the negotiations began in earnest, the Administration has generally gotten most of the increases they sought, including more federal funding for foreign languages. During this cycle, despite congressional efforts to get the appropriations bills passed before the end of the fiscal year because of the upcoming elections, it appears that the scenario may be the same again with elementary and higher education foreign language programs receiving healthy

increases.

Finally, what has this meant for languages and international education? Despite the intense partisanship and attempts by a parochial House of Representatives to eliminate our programs and funding, we have done well. For the last three years, funding for federal language and international education programs have been increased and languages have been included in larger federal programs dealing with technology, professional development, and research. In September, a Senate Subcommittee will hold hearings on the federal government's language needs and capabilities. The Secretaries of State and Education have deemed the week of November 12<sup>th</sup> "International Education Week." The National Assessment of Educational Progress (NAEP), the nation's report card, is developing a national foreign language exam that will be administered in 2003 (see page 40). In April at the French Embassy, the Secretary of Education gave an historic address on the importance of international education stressing languages (see page 9). Perhaps most important, the President of the U.S. issued an executive memorandum ordering the heads of all federal departments and agencies to make international education a priority (see page 7). Four federal task forces, under the direction of Vice-President Gore, are currently working on plans to implement this before the end of the year.

In the current political climate, our progress can disappear as rapidly as it was accomplished. I urge you to learn the candidates' positions on education, determine how this affects you, your students, and your programs, and then decide what you can do to influence the direction we take at this crossroad.

J. David Edwards, Executive Director  
Joint National Committee for Languages/National Council for Languages & International Studies

**MARK YOUR  
CALENDAR!  
JOIN US IN  
ATLANTA IN 2004!**

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

## PRESIDENT CLINTON MAKES INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDY TOP PRIORITY

On April 19, 2000, President Clinton signed a Memorandum ordering the Heads of Executive Departments and agencies to make international education and foreign languages a top priority, directing the Departments of State and Education to take action in support of international education, and charging Vice-President Gore with coordinating the effort.

The Memorandum commits the federal government to supporting international education by promoting study abroad by U.S. students as well as by students from other countries who study in the U.S. and "expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans; preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and advancing new technologies that aid the spread of knowledge throughout the world."

The President referred frequently to the importance of foreign language study to world leadership and economic competitiveness, saying, "...the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures."

Specifically, the Secretaries of State and Education have been ordered to take steps to:

- increase the number and diversity of students who study and intern abroad, particularly in nontraditional study locations;
- attract qualified post-secondary students from overseas to the U.S.;
- promote international awareness and skills in K-16 education by "strengthening foreign language learning at all levels, including efforts to achieve bi-literacy," as well as increasing opportunities for teacher professional development to increase cultural awareness and language expertise;
- ensure that international education exchange programs, including the Fulbright program, are coordinated through the Interagency Working Group on U.S. Government-Sponsored International Exchange and Training to maximize existing resources;
- support efforts to improve U.S. education by developing comparative information, including benchmarks, on educational performance and practices;
- strengthen programs that build international expertise in U.S. institutions, with the goal of making intranational education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capac-

ity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.

To read the complete memorandum, go to <http://www.languagepolicy.org/new.html> under National Policies.

### CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

Please consider making a donation to the AATF Fund for the Future. Any amount is significant. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. As you return your dues invoice this fall, make a contribution to the Fund for the Future. A contribution made in 2000 is deductible on your 2000 income tax return.

Members can contribute any amount to the Fund. Those giving \$25 or more enter into the following categories: Contributing members (\$25-49); Sustaining members (\$50-99); Patrons (\$100-499); Sponsors (\$500-999); Benefactors (\$1000 and above). A complete list of contributors to the Fund for the Future 2000 will appear in the November *National Bulletin*.

## TEST DE FRANÇAIS INTERNATIONAL CONTEST MOVED TO MARCH

The *Test de français international* (TFI) contest, held last year as part of National French Week, has been moved to March 2001.

The date of the contest has been changed so that revisions can be made by the test developers, Educational Testing Service's Chauncey Group International Ltd. In 1999 the Test was held in November during National French Week. The next contest will be held throughout the month of March 2001. Like last year's contest, students who write the test will have their name entered in a drawing for \$250. For each student who participates, the teacher's name will be entered in a separate drawing for a trip for two to Montreal.

The TFI test will be distributed worldwide through the existing network of representatives for the Test of English for International Communication. The TOEIC® test is the world's leading English test, with 1.5 million tests given each year, including 55,000 in French-speaking countries. To reflect this, the test has been renamed the TOEIC® *Test de français international*.

The test is being revised to meet the rigorous standards of the Educational Testing Service. ETS, based in Princeton, New Jersey, is the world's leading educational assessment organization, and is the developer of the SAT, GMAT and other tests.

The test reflects the use of French in everyday life and the workplace in a variety of countries.

For more information about the *Test de français international* and the contest, please contact Mireille Tahiani at 1-800-615-8666.

### AATF OUTSTANDING CHAPTER AWARDS

This year, for the first time, the AATF has instituted Outstanding Chapter Awards for large and small chapters who achieved the highest percentage increase in membership for the membership year 2000.

#### Large Chapters

First place: **Washington/British Columbia/Alaska/Alberta Chapter**

Second place: **Georgia Chapter**

Honorable Mention: **South Carolina Chapter**

#### Small Chapters

First place: **Pays du Nord, New York**

Second place: **West Virginia**

Honorable Mention: **East Texas and Hautes Plaines, Texas (tie)**

Congratulations to these chapters and their officers for an outstanding job recruiting new members and promoting French!

## SMALL GRANT AWARD FUNDED NATIONAL FRENCH WEEK ACTIVITIES

Who could pass up the chance to put French in the spotlight? Not I! Especially out here in sunny, and largely Spanish-speaking, Southern California. National French Week provided the perfect opportunity to highlight our programs and our students, and I know several teachers went out of their way to provide an activity for each day of that week following the themes printed in the *National Bulletin*. I organized three activities, and the students still talk about them so I know they made a difference.

The first activity was the easiest to organize. A group of students had lunch at a local French restaurant run by a couple from Provence. I have used this restaurant several times for groups, so I know the owners well. Prior to our arrival, I contacted them, and we decided on a menu, the date, time, and price. It is preferable to do lunch because dinner is so expensive. Students pay in advance when they return their permission slips. In this way, students have invested in the event and are less likely to back out at the last minute. Obviously, it also helps me give the restaurant an accurate count for the group reservation. Normally, about 20 students are interested.

Our next activity was the first-ever French Club film party. Students love to watch movies (they don't seem to care what language the movies are in), but I don't have time to show them in class. In honor of National French Week, our French Club had its first film party (we did another one in spring semester and hope to continue to do two a year). We picked Friday night for our event. Students agreed to bring snack foods. We held the party in my classroom, but you may choose to do this in a larger venue if more students are interested and food is not a problem. Students arrived at 6:30 p.m., many of them armed with pillows, blankets, and bean bag chairs (who says you have to sit at the desks?). We played contemporary French, Canadian, and African CDs and set up the food table while waiting for the rest of the group to arrive. Between 7:00 and 7:30, everyone got their snacks and settled down to watch the movie *Jean de Florette*. This activity has obvious difficulties stemming mainly from administrative and parental concerns regarding the nature of French movies. I send home a letter summarizing the movie with the permission slips and invite parents to preview it (from the video store or my collection) before their students watch it. I have never had any problems. I showed the movie *Les Visiteurs* at another film party, but I had a version without subtitles, so while students understood the gist of the story, they did not notice the more questionable jokes or language.

Our final activity in celebration of National French Week was a day-long celebration of French language and cultures involving students from all over the area.

I applied for and received a Small Grant from the AATF earmarked to fund the highlight of our week, the French Club Conference. This "conference" is really an immersion day designed to bring area French students together in a social setting. Although they spend the day entirely in French, they do not do any of the activities they normally associate with French class. This event was intended to bring French out of the classroom and into the more natural setting of a party, complete with food, party games, and entertainment.

About 70 students from three schools came to our campus on Sunday morning. They came with pencils, dictionaries, a picnic lunch, and their teachers (chaperones are always needed). They found the Pavilion decorated with balloons in colors representing France, African countries, and Mardi Gras; posters from all over the French-speaking world; and large flags of more than 20 French-speaking countries. Contemporary French music greeted them.

First, we played Twister in French. In order for several people to play, I purchased multiple copies of the game. The winners from each team played a final match to determine who would be named champion.

Next came the student presentations. Each school had been asked to prepare one skit or song, in French, to share with the group. This was one of the most entertaining parts of the program.

After the skits, we played musical chairs while a live band provided West African music for the activity. Again, a champion was named.

Next the entire group was divided into teams of 12 to visit the "game stations" where they found Scattergories, 7 familles, Mancala, Loto de l'histoire française, Hangman, and Quiddler waiting for them. Each team went to a different station where a game was set up for them to play. One teacher was assigned to each table to explain the rules of the game (often modified to make it possible to play in French). Mancala is not a language game but is a very popular game thought to have originated in Africa. It provides a culturally authentic break from the stress of having to produce French. Students had about 15 minutes to play a game before changing stations. They got to play three of the games before it was time for lunch.

Lunchtime was more than just a chance to replenish one's energy; it provided natural group-setting conversation. Although students brought a picnic lunch, we

provided beverages (including Orangina) and dessert (French tarts and *bûches de Noël*).

After lunch, the students returned to the game stations to try the remaining games. Then there was a show featuring Tahitian dancers and a duo of Cajun musicians. These professional groups were hired, along with the African music group, using the funds from the grant.

The final activity was a scavenger hunt. Students were divided into teams of six (they were intentionally grouped with people from different schools). Each team received a list of objects to find and a box to put them in. Creativity was encouraged! They were given one half hour to find as many of the items as they could. When creating the list, I purposefully included everyday items whose names are not normally taught in class, so students found their dictionaries a useful tool for this event.

At the end of the day, the distribution of prizes was held, followed by a raffle. Prizes, such as pens, pencils, buttons, folders, and notepads, all with French expressions printed on them, were purchased through Carlex or Teachers' Discovery.

Next came the payment of the *contraventions*. Teachers wrote the names of anyone, including other teachers, who spoke a language other than French on these coupons which were placed in a bag. Names were drawn to see who would have to "pay." In one instance, payment consisted of a group of six singing "Frère Jacques." Another pair of students had to read "Va t'en, grand monstre vert," a French translation of a silly children's story. One group dressed up in silly costumes that we provided and danced to French rap. A final group had to compose and recite a poem in French (they were the first ones picked and worked on their masterpieces while the others "paid").

Overall, the day was a success. Many other activities are possible. If you do not receive funding for such an event, you can simply charge for admission. Previously, I had organized a French Club Conference, using roughly the same guidelines, and the students paid admission of \$6 each. This allowed us to buy food, supplies, and prizes. The admission fee did not leave enough money to provide professional entertainment, but that is not necessary and may not even be feasible depending on your location.

If you have any questions about the activities mentioned here, feel free to contact me.

Nicole Naditz  
Viewpoint School, CA  
E-mail: [naditz@earthlink.net]

## SECRETARY RILEY SPEAKS OF “GROWING IMPORTANCE OF INTERNATIONAL EDUCATION”



The AATF was well-represented at the Secretary of Education's speech at the French Embassy. Pictured (l. to r.): Secretary of Education Richard Riley, AATF Executive Director Jayne Abrate, President Gladys Lipton, and President-Elect Jean-Pierre Piriou.

On Wednesday, April 19, 2000, Secretary of Education Richard Riley gave an historic speech at the French Embassy in Washington, D.C. titled, “The Growing Importance of International Education.” As the first Secretary of Education ever to give a major address on international education, Secretary Riley stressed that it strengthens America's “educational diplomacy,” language skills (Mr. Riley stated that all Americans should learn English Plus other languages), and builds respect and tolerance for people of other cultures.

Having just returned from a two-week trip through Asia, which included meetings with education ministers from the G-8 and Asia Pacific Economic Cooperation (APEC), the Secretary discussed his findings and observations from Asia:

Education is an international issue of equal importance with keeping the peace and trade and economics. “Every sensible leader recognizes that the wealth of a nation in the information age—the economic, social, and cultural wealth—lies in its people and what they know and can do.”

Many countries are investing heavily in information technology, with the view that it can and will transform education.

Almost all nations are eager to make sure that their students learn additional languages...

Teacher quality and preparation and finding an appropriate locus of control for education are not just American issues but worldwide topics for discussion and reform. Also, many countries are reevaluating their education systems with an eye to balancing academics and social development.

For all nations, increasing international exchanges was a top priority. The G-8 has set a goal of doubling the number of exchanges in the next ten years, while the European Union works to improve the ease with which student exchanges can take place.

The Secretary's remarks expanded upon this need to increase international education exchanges here in the U.S. The Secretary suggested as a goal that by 2010, 20% of all college students in the U.S. should participate in international exchange programs. He also urged Congress to approve funding to allow the U.S. to rejoin UNESCO (United Nations Educational, Scientific, and Cultural Organization) and suggested a kind of Peace Corps-type experience for retired adults.

Throughout his address, the Secretary stressed the importance of the study of languages other than English: “More than any other developed nation the U.S. has fallen behind when it comes to teaching our students the importance of learning an additional language.” He suggested using the Internet to connect classrooms around the world because “[t]his would give all children a broader world view, and I hope that it would encourage many more American children to learn a foreign language,” promoting a concept the Secretary calls “bi-literacy.”

### AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$.75/name. Group correspondence is available for \$7.50/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de Correspondance Scolaire*, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; FAX: (618) 453-5733.

## AATF SMALL GRANTS

At the Paris Convention, the Executive Council again renewed the AATF Small Grants program for 2001 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2001**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by the Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), 1998 (Nov. issue), 1999 (elsewhere on this page). However, new types of projects will also be given consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2001 are encouraged.



# REGIONAL REPORTS

## REGION IX: PACIFIC

National French Week 1999: There was a scattering of activities in various schools, colleges, and universities of Region IX during National French Week. Four chapters offered spectacular and elaborate programs.

In the Southern California Chapter, Marie-Madeleine Chirol offered four plays by Jean Tardieu at Whittier College, free of charge, to the college and local community. Marie-Madeleine contacted the *Los Angeles Times*, the *Whittier Daily News*, the local television station, and the mayor of Los Angeles to publicize this National French Week event.

In the Northern California Chapter Susan Petit held an array of activities at the College of San Mateo involving several college departments, dining room facilities, film presentations, and student productions. Susan's National French Week activities were announced on SAMNET, the local cable network which serves a number of towns in the San Francisco/San Jose area. They were also listed in the calendar of activities of the *Bay Area Communiqué*, a Francophile/Francophone newsletter serving mainly the San Francisco and Silicon Valley communities. The college's publicity office contacted the local newspapers' calendar editors, and the college paper did a nice story on the National French Week activities. The Northern California chapter held a *Fête du Mardi Gras* that attracted some 400 students from middle schools, high schools, and universities. Activities included sports (*escrime et pétanque*), arts and crafts (*vitraux, masques, broches et santons*), culture (*comptines, danses folkloriques, chansons et fables*), refreshments, student speeches, a Mardi Gras parade, and a dance. Prizes were awarded for the best masks, the best *santons*, the best *vitraux*, the best student speeches, and for the school that displayed the most enthusiasm.

The Arizona Chapter, in conjunction with Arizona State University and the *Alliance Française*, offered a variety of highly publicized activities. The Arizona National French Week started with the opening reception at the restaurant La Madeleine and concluded with the *Festival du Beaujolais Nouveau*. The ASU French Department offered a series of French films

and lectures in French. At the university, a *stage* was set up in front of the library, and National French Week was proclaimed to the campus with speeches and Francophone music. A representative of the Tempe (AZ) Mayor read the official proclamation of National French Week, the Honorary French Consul in Arizona, Claude Prosnier, spoke of the importance of the French language in the next century, and the Chair of the Department of Languages and Literatures praised the contribution of the French undergraduate and graduate pro-

notre district) qui va intégrer des clips de nos Folies Françaises dans une vidéo promotion que nous faisons pour les langues étrangères dans notre district."

Nancy Smith et Lisa Jurkowitz won the Best of Arizona Award for their presentation of "*La Semaine du Français: Practical Ideas from the Trenches*" at the Arizona Language Association Conference in September and took their workshop to SWCOLT in Utah in March.

## The Grand Concours and the FLES Contests:

These competitions continue to attract members to the AATF and increasing numbers of students. Region IX increased its student enrollment in the *Grand Concours* by 759 over 1999. It also increased AATF membership participation by 10.

Region IX remains number one in the number of students enrolled in the FLES Contest with 1340 participating students. We are looking forward to competition from other regions!

**A few interesting initiatives in Region IX:** interdisciplinary allies: Washington/British Columbia/Alaska held a one-day workshop on "Basque Culture" in collaboration with AATSP, and it is hoped this workshop will take place annually.

**A recruitment idea from the WA/BC/AK Chapter:** Each member should try to mentor a new teacher. A mentor program for young and new teachers should be devel-

oped to help them in their first and second years. This would help bring in new members..." (minutes of 10/8/99, WA/BC/AK Chapter board meeting). WA/BC/AK had the highest increase in members for a Large Chapter.

**Publicity:** In response to the regional representative's call for a contact person in each major area who would assume responsibility for local AND national publicity, the WA/BC/AK Chapter has proposed Anne George for its area, and the Arizona Chapter has nominated John West.

Vincent Morrisette

Region IX Representative

## REGION I: GREATER NEW YORK CITY

Region I Activities: *La Semaine du français* proved to be the single most important activity pursued by all four

### 2000 AWARD WINNERS PARIS ANNUAL CONVENTION

#### AATF Dorothy Ludwig Excellence in Teaching Award

Secondary Level - **Renée White** (TX)

Post-Secondary Level - **Sherry Dean** (TX)

#### National French Contest Administrator of the Year

**Margie Rodgers** - Hautes Plaines, TX Chapter

**K. Sandra Anderson** - New Hampshire/Vermont Chapters

#### Université de Montréal Scholarship Winner

**Juliette Rogers** (MA)

#### Quebec Government Scholarships Winners

**Ellen Bailey** (PA), **Dawn Benner** (NC),

**Anne Metaxas** (NY), **Lucy Thiboutot** (MN)

#### Communauté Française de Belgique Scholarship Winners

**Kim Horton** (AZ), **Mary Moermond** (IL)

#### Swiss Government Scholarship Winners

**Elizabeth Donovan** (MA), **Eileen Walvoord** (IL)

#### French Government Scholarship Winners

**Mary Boudreau** (WI), **Robert Brooks** (IN), **June Ebert** (TX),

**Marian Hagedorn** (KY), **Mary Hoak** (KS),

**Meredith Jacob** (TX), **Mollie Monaco** (NC),

**Kathleen Porter** (VA), **Linda Reed** (WA), **Judy Robinett** (MO),

**Alla Shustorovich** (NY), **Rosanne Simon** (VA)

grams at ASU. French students provided live music. The specific contributions of the chapter were a poster competition and *Les Folies Françaises*. Sue Arandjelovic, Chapter President, writes: "Notre district—14 écoles secondaires qui offrent le français (collèges et lycées) sont en mouvement vers cette grande semaine en novembre. On monte un concours d'affiches qui aura comme thème: 'Vive la différence! Improve your image—speak French' ou 'Every day in some way, French touches your life.' Pour nos Folies Françaises, qui auront lieu le 9 novembre, il y aura un casse-croûte/dîner pour tous les participants. On est limité à 15 élèves par professeur. 15 fois 14, ça fait beaucoup d'élèves. Bien sûr, presse et photographes seront invités, ainsi que le département de vidéo (publicité de

chapters of Region I during the 1999-2000 school year. Plans began to take form in May 1999, when the Chapter Presidents and their local Chairs met to develop plans which they hoped would create a unified regional approach. They anticipated a round-robin organization wherein the four chapters would plan a series of activities which could be publicized in all chapters and to which teachers, students, parents, administrators, and other Francophiles would be invited. Funding in the amount of \$500 per chapter was provided by National Headquarters, matched with an equal amount from each chapter.

Metropolitan joined forces with FIAF (French Institute/*Alliance Française*) and scheduled a series of *stages* for teachers under the rubric *Promotion du français*. These included workshops on cinema, theatre, *la Francophonie*, *l'intercompréhension des langues*, and *le Français des affaires*. They were scheduled during the fall and winter terms. The Nassau group organized two concerts by Hart Rouge, a Franco-American group from Saskatchewan and Montana, an art exhibition of works by the Haitian artist, Jean Guillot, at Nassau Community College, and a *Fête du Français* for teachers and students at the Wheatley School in Old Westbury, Long Island. Over 450 students took part in this successful day-long event. Suffolk held a movie extravaganza at a local theater which opened its doors to students and teachers for two feature-length films. Westchester organized two events: a presentation of four short Tardieu plays performed by the Claude Beauclair company from Paris, offered free to local students with the support of an NEH grant from Pace University-Pleasantville, and a *journée francophone*, also held at Pace. Over 600 students attended this free event which included a *Tour de France à tricycle*, *sketches et saynètes*, *matches de boules*, *concours de cuisine*, among others. The *Service culturel de l'Ambassade de France* joined in the celebration by sponsoring a *Concours de poèmes* in which students from the region were invited to submit original poems for judging and prizes. The awards were given at a *Récital de poésie* held at the FIAF and presided over by M. Charles Barrière of the *Service culturel*. More than 200 entries were received in the four possible categories of judging. Finally, Frank Grittner of the Queens Library organized a Francophone film festival. Two African films were shown at the library with the public invited to attend, also free of charge. In sum, the fall season was filled with Francophone activities and *la semaine* became *la saison du français* for Region I.

This was, of course, not the end of

offerings for the year. In December Suffolk hosted its annual poetry contest at the Brentwood campus of Long Island University under the capable direction of Dr. Christine Mohanty with over 100 students participating. February marked Nassau's poetry contest held at Hofstra University, organized by former Regional Representative Fernande Wagman. Again, there was enthusiastic participation by more than 200 students. March marked the annual Gala of the Metropolitan Chapter with speakers focusing on Quebec from both a literary and linguistic point of view. May was the month for the *Distribution des prix*, marking the end of an active year for the chapters of Region I.

*Chapeau! Chapeau! Chapeau!* to

- all those many members who helped to plan, organize, and direct the varied activities of *la Semaine du Français*;
- the Contest Administrators and their helpers who so ably contacted schools, ordered exams and tapes, distributed them, organized test centers, collected exams, notified teachers of the contest results, organized the *Distribution des prix*, awarded prizes, and paid the bills;
- those Chapters who were able to offer a ticket to France to top students either by using funds from their own treasuries or finding a willing patron from among their supporters to support this prize;
- Michel Broquet (Metropolitan) and Jackie Vedder (Westchester) who are relinquishing their presidential gavels after several years of dedicated service to their respective chapters;
- Arlette Baker (Westchester), Adrienne Greenbaum (Suffolk), Harriet Saxon (Metropolitan), and Deana Schiffer (Nassau) who will direct the work of their respective chapters this year;
- the yet unknown member who will replace me as Regional Representative for Region I in January 2001. I know Region I will be in very good hands!

Geraldine O'Neill  
Region I Representative

**REGION II: NEW ENGLAND**  
**National French Week 1999 - *Un succès fou!***

The National French Week team included representatives from the *Alliance Française*, the French Library and Cultural Center, the French Cultural Services, the *Centre National de la Chanson*, the French Traveler, and AATF members from the

*July 5-8, 2001*  
**Denver,  
Colorado**




Watch for updates on our Web site:  
<http://aatf.utsa.edu/>

*Francophonie: le monde à votre portée*

Eastern and Western Massachusetts, Rhode Island, and Maine Chapters. This intra-association collaboration produced an extraordinary week of events including a *soirée cabaret* with Annie Royer, cooking demonstrations by California chef Cindy Black, a photography exhibit, a "Buck a Book" sale, wine tasting, a reception at the Meridien Hotel, a three-day film festival, concerts by Josée Vachon and Éric Vincent, a lecture by Parisian art dealer Guy Wildenstein followed by dinner at Maison Robert, and two performances at the John Hancock Auditorium by the Canadian rock group RocleRoc, attended by 2000 screaming Middle and High School students! French Consul Stéphane Chmelowsky, present at most of the events, hosted a dinner at his residence to congratulate the National French Week team and offered his support for future National French Week celebrations.

New Hampshire and Vermont also organized sensational activities for National French Week. New Hampshire Governor Jeanne Shaheen officially announced National French Week at a meeting with the American-Canadian French Cultural Commission. Acting President Julia Dutton set up an e-mail network to facilitate the sharing of ideas for classrooms and communities and organized a portfolio contest for schools which best met the objectives of National French Week. Congratulations to the two winners: Conval High School in Peterborough and St. Joseph Middle School in Keene. Josée Vachon took her group Chanterelle to Vermont for three concerts and also gave workshops. From New Haven to Burlington, National French Week echoed across the region!

**National French Week 2000**

The Regional team is in place, but this year's schedule will be toned down for two reasons: first, the *Alliance Française* has recently become incorporated into the French Library and Cultural Center, resulting in personnel changes and much reorganization. Both associations have pledged strong support for 2001. Second,

ACTFL joins with MaFLA for their annual conference in Boston a week after National French Week. However, we have planned a weekend tribute: "Remembering St. Exupéry" with lectures by Howard Scherry, an exhibit of his mementos and manuscripts and a reception,



National French Week celebration in Boston: (l. to r.) Phyllis Dragonas (E. MA), Singer Éric Vincent, Valerie Sutter (Sec. E. MA), Brian Thompson (E. MA), Annick Delacase (*Alliance Française*), Daniel Soha (French Library), Joyce Beckwith (AATF Region II Rep.), French Consul Stéphane Chmelewsky, Christian Derobert (French Library).

several concerts by Jacques Yvart, another film festival, more cooking demonstrations and wine tastings. There will also be a special portfolio contest for National French Week with three \$200 prizes funded by AATF Region II for winners K-5, 6-8, and 9-12.

**La 5<sup>ème</sup> édition des "Assises du Français" - May 5, 2000**

Over 50 French teachers representing five AATF chapters participated in this full-day immersion cosponsored by the French Library and AATF Region II. Charles Barrière from the French Embassy in New York opened the session and spoke warmly about the strong partnership between AATF and the French Cultural Service. Morning workshops focused on Films, the Internet, Exchanges, and Middle School. Amale Bourhim, Director of Etrav in Paris and an art historian, presented the afternoon workshop on Impressionism.

**ACTFL/MaFLA Conference in Boston November 15-19, 2000**

**A) French Immersion Day, Wednesday, Nov. 15, 9:00 a.m.- 3:00 p.m.**

Cosponsored by MaFLA, AATF Eastern Massachusetts, and the French Cultural Service and open to all AATF, MaFLA, and ACTFL members, this full-day Pre-Conference Immersion Workshop to be held at the French Library will offer two three-hour sessions, both presented by Marie-Laure Lions Olivier from Toulon. The morning session, "Qu'est-ce qui fait courir les Français? - un panorama de l'actualité politique, sociale, culturelle et économique" will be followed by a gourmet luncheon prepared by Chef Gérard of Le Lyonnais restaurant. The afternoon session, "Le français d'aujourd'hui: observations du langage à travers différents documents authentiques," will be followed by a raffle. Etrav has donated a trip to France as the grand prize. The cost is \$75. Preregistration is required by November 1. Space is limited to 60 participants. To register: [<http://www.mafla.org/>].

**B) French Embassy Reception, Friday, Nov. 17, 6:00 p.m.-8:00 p.m.**

This reception will be held at the French Library and Cultural Center which is a few blocks away from the Convention Center. Tours of the French Library are available. AATF members who are not attending the ACTFL Conference are welcome. Reservations are required by October 15; e-mail: [[cref@frenchlib.org](mailto:cref@frenchlib.org)].

**C) Palmes Académiques Luncheon, Friday, Nov. 17, 12:30-2:30 p.m.**

At the famous Brasserie Jo, located in the Colonnade Hotel just down the street from the Convention Center. Details to follow in the fall.

**Results of Le Grand Concours 2000**

Enrollment for Region II was up over 500 participants with three chapters ranking in the top 20: Eastern Massachusetts - 2<sup>nd</sup>, Connecticut - 8<sup>th</sup>, and New Hampshire/Vermont - 18<sup>th</sup>. The region had 673 students who placed in the top 10. There were 10 gold medalists, 20 silver medalists, and 38 bronze medalists. Although there were no FLES medalists, 29 students placed from 6th to 10th. The majority came from either Western Massachusetts or New Hampshire/Vermont.

**Two AATF Western Massachusetts Members Elected to National Boards**

Nancy Gadbois and Rita Oleksak, both French teachers at Springfield's High School of Science and Technology and members of AATF Commissions, have recently been elected to National Boards: Rita to ACTFL and Nancy to the Northeast Conference. *Félicitations, mesdames!*

**Summer Scholarship Recipients**

Two members from our region received summer scholarships, Betsy Donovan from Eastern Massachusetts to Switzerland and Cristina Carlotti from Rhode Island to France.

We look forward to seeing many AATF members in Boston in November for the ACTFL Conference and again in July 2002 when AATF will hold their 75<sup>th</sup> Annual Convention in "Beantown!"

Joyce Beckwith  
Region II Representative

**SWISS KITS:  
OLD AND NEW  
VERSIONS AVAILABLE**

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

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

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

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

**F**eed the imagination as well as the palates of those you are trying to reach.

**R**emind the public of all the wonderful and useful reasons to learn French.

**E**ntertain with student or guest performances or films.

**N**etwork with other French teachers, French speakers and Francophiles in the community, and the local media.

**C**elebrate the French-speaking heritage both within the U.S. and around the world.

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

# CHAPTER NEWS

## ARIZONA

The Arizona Chapter of the AATF has been busy all year, with excellent results for their efforts. In both Phoenix and Tucson, National French Week activities attracted many visitors and plans are already well underway for this year's celebration.

New officers have taken the lead for the chapter. Sue Hendrickson of Arizona State University is President, Nancy Smith of Pima Community College is Vice-President, Lisa Jurkowitz of the University of Arizona is Secretary-Treasurer, and Tanya Lown of Rincon High School in Tucson is leading the National French Contest for the state. Former President Sue Arandjelovic is remaining active as the newsletter editor.

At the suggestion of Sue Arandjelovic and Nancy Smith, at the fall and spring conferences, the Arizona Language Association will have a specific time set apart for the various AAT's for professional development activities. Groups will hold their business meetings at the same time. In the past, the AAT business meetings were relegated to the last session of the conferences and were thus traditionally very poorly attended. By placing these sessions in the middle of the conference and including enough time for professional development sessions as well as business meetings, it is hoped that more teachers will join their respective organizations. The meetings will be open to any teacher in the field, but voting will remain the right of registered members.

Following last year's successful example, the AATF/AZ will have a social event on the Friday evening of the AZLA conference at a local French restaurant.

Nancy Smith  
Vice-President

## ARKANSAS

To launch the celebration of National French Week, the Arkansas Chapter of the AATF sponsored two contests for students across the state. First was an essay contest on the topic: "French: An Investment in the Future." Mary Anne Settle of Pine Bluff was chair of the essay competition. In addition, a poster contest based on the theme: "French is..." was held. Chair of the poster event was Mary Anne Garnett of UALR. Both competitions offered \$50 to the winners of each age category.

Barbara Ransford, Chapter President and Camden Fairview French teacher, described the many and varied additional local events. In Camden, Mrs. Ransford, assisted by native speaker, Isabelle Lévêque, demonstrated making *crêpes*, a



Arkansas President Barbara Ransford receiving a proclamation from Governor Mike Huckabee.

French favorite whether served as a main dish or as a dessert. Teachers and parents were the guests of the students who prepared samples for tasting. Also planned was a French style show in the evening for parents and friends. Set to French music, models presented the look of "La Boutique CFHS." In the area of sports, the game of *pétanque*, also known as *boules*, was demonstrated by native speakers. Dating back to Egyptian, Greek, and Roman civilizations, this game is still popular today in countries around the Mediterranean Sea. Physical Education classes and other guests joined in the lessons, and a tournament determined the local champion.

In Conway, plans by Sharon Rapp (Conway High School) and Marian Brodman (UCA) included "The Art of French Cooking"—preparing and tasting apple *tarte*, "Exposition Africaine"—exhibit of artifacts, "Let's Play *Pétanque*"—including lessons and a tournament, "French on the Internet"—computer games, "Le Chant et la danse"—songs in French by Melissa Clark and traditional folk dances led by David and Donna Peterson.

Betsy Meador at Fordyce High School organized a *Tour de France* tricycle race. Students created their own T-shirts bearing the logos of authentic French sponsors. In addition, the students visited the elementary classes to teach nursery rhymes and songs in French with finger puppets. Preparing French recipes for teachers and administrators was another popular student event. Finally, a "Did You Know...?" interactive game stressed science and exploration by French men and women.

At Mount Saint Mary's in Little Rock, Sue Mistic hosted a chef from Trio's who did a tasting demonstration. Posters were displayed around the school celebrating French, and announcements over the public address system gave the top reasons for learning French. In Pine Bluff, Mary Anne Settle organized a fashion show. Students competed to teach their friends French phrases. At Little Rock

Central, students of Pam Peace and Jennie Cole enjoyed a day of French cuisine, a demonstration of French ballet terminology by student dancers, as well as a demonstration of *pétanque*. At Mena High School, Rebecca Parker and the French Club put their first Web page online. It is dedicated to *La Semaine du Français*.

Barbara Ransford  
President

## CHICAGO/NORTHERN ILLINOIS

Some 57 members attended our spring program on Impressionism and Post-Impressionism at the Art Institute of Chicago at the exhibit entitled "Monet to Moore," the Millennium Gift of the Sara Lee Corporation. Dr. Margaret F. Farr, Assistant Director for Teacher Programs in the Department of Museum Education, gave a mini-lecture on "The Social Terrain of Impressionist Art" before taking us on a tour of representative paintings, stressing their sociological aspects. The works chosen were by Gustave Caillebotte, John Constable, Gustave Courbet, Claude Monet, Camille Pissarro, Georges Seurat, and Constant Troyon. Question and answer exchanges enlivened the tour.

After lunch in one of the museum's dining rooms, the rank of *Chevalier dans l'Ordre des Palmes Académiques* was officially conferred on Marie-Simone Pavlovich, Professor of French at Northwestern University, by Didier Rousselière, *Attaché culturel adjoint au Service culturel de France à Chicago*.

Later Marie-Simone ("*Madame la Dictatrice*") awarded prizes for the third annual *Grande Dictée de la Francophonie*, held Feb. 26 at Northwestern. John Tomme came in first, Eileen Walvoord second, and Glen Hebert third in the teachers of French category.

Our two *Prix du Chapitre* were bestowed on Ray Tourville of Northern Illinois University and Maureen Breen of Lincoln Park High School.

Professor Tourville has been on the NIU faculty for 38 years, the last five as Foreign Language Department Chair. In 1972 he initiated the Foreign Language Residence Program at NIU, and two years ago opened the most sophisticated foreign language learning center in the nation. He has been a member (now ex-officio) of our chapter's executive council since 1982, with two terms as president and four as treasurer. He was instrumental in developing the chapter into the largest in the country. He served six years as Region VII Representative on the AATF national Executive Council. He has been the AATF's national

Treasurer of the Year and University Teacher of the Year. In 1993 he was made a *Chevalier dans l'Ordre des Palmes Académiques*.

Maureen Breen has had a fruitful career as a teacher of French from kindergarten to college levels, but mainly in the Chicago Public Schools. Since the early 1980's she has taught in the International Baccalaureate Program at Lincoln Park High. Her creativity and willingness to share her expertise are well known. For two years (1996-98) at Roosevelt University, she taught methods for teaching modern languages in secondary schools. She has trained 26 student teachers and has presented at many conferences and workshops in Illinois and other states. Her publications include *French through Funetics*; some of the songs in *Chansons Grammaticales* (she has written over 50 in French, several having been published or recorded); *French Self-Correcting Creative Writing Guide* (a new edition will soon come out), a short, three-act classroom comedy, *Une Maladie contagieuse*, which appeared in *Francofeuilles*, our chapter newsletter; and articles in educational journals. Maureen has received several awards, including *Professeur du Lauréat* from the National French Contest for many years (20 winners in 2000); a My Most Inspirational Teacher award by the Distinguished Citizens International Association of Greater Chicago (1995); a National Endowment for the Humanities Award to study Baudelaire and Balzac (1997); and Outstanding Educator of the Year, Sheffield Neighborhood Association, Chicago (1999).

Chapter President Rosalee Gentile recognized outgoing Executive Council members Anne Hebert (Taft High School) and Cathy Kendrigan (Buffalo Grove High School) for their years of dedicated service, Anne for 14 and Cathy for eight. Both as Chapter President from 1994-98 and as Second Vice-President, Anne expanded *Francofeuilles* from a 12-page, half-size publication into its current 20-plus-page, full-size format. As President she always represented with élan our chapter at numerous conventions and meetings. One of her notable contributions was coordinating *le français des affaires* workshops for Chicago area teachers.

Dependable, hardworking Cathy was an integral part of the program committee, serving for a time as its chair. She has been elections chair and has worked assiduously on our *Francofête*, grants and awards, and *La Semaine du Français* committees. She was our Secretary for four years and for the past 20 has been on the National French Contest test development committee.

*Un grand merci* to President Gentile and

to our program chair, Jane Castle, with her excellent assistants.

About 10 of our members attended the recent convention in Paris where several of them presented.

Our fall program at the *Alliance Française* of Chicago on October 7 will focus on Francophone Africa.

John Tomme

Waubensee Community College

#### CONNECTICUT

Liz Neger has stepped down as President and will be replaced by Alison Schleifer from the Hopkins School. Other new officers are Vice-President Mary Louise Ennis from Wesleyan and Secretary Gretchen Patterson from Fairfield. Ruth Koizim from Yale will stay on as Treasurer. Connecticut has created a new Web site [<http://www.yale.edu/aatfct/ap.htm>] which is linked to the National Web site. The chapter sponsored a spring lecture at Yale on 18<sup>th</sup>-Century Literature and awarded two \$500 chapter scholarships at their 3<sup>rd</sup> annual Awards Ceremony for *Grand Concours* winners. Former *Attaché linguistique* Éric Sacher from the French Cultural Service in New York was the guest speaker. For National French Week, they are planning a French/American Film Festival.

#### EASTERN MASSACHUSETTS

Richard Ladd will replace Lison Baselis-Bitoun as President in October. Other new officers are Vice-President Sandy Macey and Treasurer Phyllis Follett. Valerie Sutter from the French Traveler will stay on as Secretary. A series of *Matinées pédagogiques* is scheduled for Saturdays in the fall and spring. The annual meeting will take place on October 14, followed by a film and reception. Three new awards have been created: Middle School and High School Teacher of the Year and French Student of the Year. Winners will be honored at the

MaFLA luncheon. Professional development collaborations with MaFLA and the French Library will continue all year.

#### MAINE

After five years as President, Irène Marchenay has switched gavels to become President of FLAME for 2000-2001. Congratulations, Irène! Maine's new chapter President is Willy LeBihan. Sue Leonard has taken over as National French Contest Administrator and reports a 13% increase this year.

#### MARYLAND

The Maryland Chapter had great success with National French Week last year and is looking forward to another exciting celebration this year. Some of the event highlights included performances at area malls, *une soirée française* at a local bookstore, a visit from a *crêpe* chef, dance and music performances by area Francophones, and in-school trivia contests such as "guess the artist" and "find the words of French origin." If anyone would like information on the above events or activities, please contact Karen Campbell Kuebler, Chapter Secretary at [kkcdanser@aol.com].

The Maryland Chapter is also proud to boast one of the largest groups of FLES students participating in the National French Contest. FLES is alive, well, and growing in Maryland!

Karen Campbell Kuebler

Wellwood International School

#### METROPOLITAN NEW YORK

The Metropolitan New York Chapter is delighted to announce that over 2000 students and 160 FLES students participated in the *Grand Concours*. The Chapter welcomed, at a special awards ceremony at the French Institute/*Alliance Française* in New York City, 266 students who placed as national winners and three students who received gold medals for their achieve-

### HOMMAGE À NOS SPONSORS DE PARIS

Nous tenons à remercier les sponsors du congrès de Paris:

- **France Langue** - badges et excursion à Giverny
- **FIAP Jean Monnet** - réunions du Conseil exécutif
- **AATF & FIAP Jean Monnet** - rencontre d'associations internationales
- **CCIP** - réception pour le Conseil exécutif et invités de l'AATF
- **Société des Auteurs-réalisateurs-producteurs** - soirée cinéma
- **Bibliothèque Nationale** - visites guidées
- **Institut Pasteur** - visites guidées
- **Paulette Foulem** - exposition de tableaux au Palais des congrès
- **Service culturel de l'Ambassade de France** - numéro spécial de la *French Review*

ments in the Contest. Students, teachers, parents, and guests were welcomed by President Michel Broquet, and a special welcome was given by Mr. Charles Barrière, *Attaché culturel de l'Ambassade de France à New York*, and by Dr. Myrna Delson-Karan, *Attachée éducative* of the Quebec Government House.

Many thanks to Scott Mattoon, Contest Administrator, and his committee for their outstanding efforts to organize the Contest and the Awards Ceremony. Jacqueline Friedman, Contest treasurer, and her committee were truly appreciated for the outstanding organization of the awards at the *Distribution des Prix* and the reception at the ceremony. A special feature of the Awards Ceremony is the *Concours Oral*. Students who have achieved the highest scores in the various levels of the Contest are eligible for the oral interview which tests the student's proficiency in conversational French and includes the recitation of a memorized poem or selection from literature. The winner from each level then presents his or her selection to the audience and is honored with additional awards and prizes.

The Chapter looks forward to an exciting and interesting year which will include diversified programs that focus on the promotion of French for students on all levels of learning and interesting pedagogical activities for teachers. *La Semaine du Français* will begin with a lecture by the outstanding Quebec writer and composer, Denise Boucher. The lecture will take place late in the afternoon and evening of November 6 at Baruch College in New York City. Madame Boucher will lecture on contemporary Quebec literature and music. The conference has been organized by Dr. Debra Popkin, Professor of French at Baruch College, and our thanks to Dr. Myrna Delson-Karan for her assistance. A reception will be held in honor of Denise Boucher and we look forward to the participation of members and friends. Further information will be announced in the early fall.

*Marquez vos calendriers!* The elegant and delightful Gala of the Metropolitan Chapter will be held on March 3, 2001. Jacqueline Friedman will again be chairperson of this "gala" event which is one of the highlights of the year. We look forward to seeing members and friends for a special day of conferences, exhibits, and events.

The Chapter was well represented at the *Congrès* in Paris. Vice-President-Elect, Anne Benoit, Recording Secretary-Elect, Dr. Debra Popkin, and Past-President, Jacqueline Friedman attended the Delegate Assembly for the Chapter.

We look forward to seeing all members during the coming year at the events of the Metropolitan New York Chapter.

Harriet Saxon  
President

## NEBRASKA

The Nebraska Chapter went full force into the first National French Week in 1999. In addition to activities in the schools including teaching French to elementary students, poster contests, and food tastings, French was also evident in the communities. Students read children's books at the local libraries, and people of all ages attended French films and concerts. Members taught "French for Travelers" at a bookstore, and children learned French and made art projects at the Children's Museum. Teachers are now making plans for an even more successful second National French Week.

Nebraska students are participating in larger numbers each year in the *Grand Concours*, thanks to Contest Administrator Nikki McDonald's efforts. At a time when French teachers are worrying about falling enrollment, Nebraska participation in the *Concours* has increased by over 100 students in each of the past two years, and the number of national winners has doubled.

In March 2001, students will have the opportunity to participate in the second *Auberge de Jeunesse*, an overnight French immersion experience. Participants will play games, sing, dance, create art projects, and perform skits, all the while speaking French.

Finally, French students from Hastings High School benefitted from the kindness of a stranger when they took a field trip. Last October, French teacher Elaine Lamski took a group of students to Omaha to see a French play and to dine at The French Café. As they were leaving the restaurant, a stranger approached Ms. Lamski and complimented her on her students' good behavior. They began to talk about the group's upcoming trip to France, and the stranger emphasized the importance of seeing different parts of the world. He then told Lamski he would like to help the students on their trip by donating \$25,000 from his private foundation for worthy causes. \$5000 of the donation will be used each of the next five years to help Hastings students go to France. Who was this good Samaritan? He prefers to remain anonymous.

Barbara Weiner  
Secretary

## NEW HAMPSHIRE

Acting President Julia Dutton did an

outstanding job coordinating National French Week. Paul Jacques from Nashua has now returned as President. Vice-President Bob Goyette and Treasurer Jim Lambert will stay on. The new Secretary is Mary Ellen Brookes from Wilton. Sandi Anderson received the well-deserved Contest Administrator of the Year Award and was honored at the *Grand Concours* dinner.

## RHODE ISLAND

Ken Rogers from the University of Rhode Island will stay on another year as President. Pot luck suppers and professional development programs were offered throughout the year.

## VERMONT

Thanks to an AATF 1999 National French Week Grant, French teachers in Vermont have been able to provide an atmosphere in which students were challenged, encouraged, and successful. In return, the AATF initiative to launch the event has allowed teachers as professionals to be challenged, encouraged, and successful. By participating in such a project, by working with students and professionals, with schools, colleges, and communities, we have been able to break new ground in improving and publicizing French in the state of Vermont.

The grant made it possible for us to invite the Franco-American singer Josée Vachon and her group Chanterelle for a series of concerts across Vermont. Chanterelle's repertoire includes traditional folk songs from Quebec which provide historical and cultural background information, and original compositions which convey a more personal experience of being Franco-American. They also perform Cajun songs. The talent of the three singers delighted students, teachers, and community members alike. They were able to communicate effectively their musical heritage and to engage the audience with singalongs, clogging, foot-tapping, and spoons. It was a lively interactive experience. We managed to draw much interest by making the concerts big community events. AATF brochures on the promotion of French were distributed. At one of the concerts, AATF-VT recognized Simon Barenbaum with the *Ambassadeur du français* Award. He is a retired professor who has demonstrated excellence and commitment in the promotion of the French language and culture.

Acknowledging the importance of learning French, Vermont Governor Howard Dean's proclamation recognized "how important it is for children of Vermont to participate in a global economy...and to become active citizens of the world in international communities in the 21<sup>st</sup> century."

The concerts exposed students and the community to the French heritage and Franco-American culture and served as a catalyst for cultural awareness in various forms, music, art, cuisine, cinema. The following are a sample of the activities included:

- *Dîners français* at schools, French specials in college cafeterias, and at local restaurants
- Culinary demonstrations and samples
- Dessert contests
- French film festivals at schools and at local theaters
- Art exhibit ("Sur Bois," wood carved farm animals by Franco-American artist, Alwin Dubrey)
- *Soirée musicale française* (a recital of French music followed by a dessert reception)
- Franco-American dances
- Poetry contest
- *Pétanque* tournament
- French mini-lessons in area schools (students volunteered as student teachers and providers of French special programs)
- Business and technology displays and presentations (Bombardier, Chamber of Commerce)

Prior to the concerts, the Executive Board of the Chapter created a *Comité de la Semaine du Français* which helped plan publicity, calendar, and regional sites for the concerts. Then the Vermont Chapter organized two fall workshops in different areas from the concerts in order to reach more teachers and encourage them to participate in the events. Thanks to the never-ending energy of Chapter President Isabelle Kaplan, a series of workshops was prepared to integrate songs into the curriculum. The two workshops, "Teaching Songs in the French Class," fostered connections throughout Vermont between teachers who, without such an opportunity, feel isolated. Talking to and consulting with colleagues energized us. The grant and the concretization of the concerts also showed the flexible and experimental side of our teaching which can deviate from the course syllabus when there is better learning elsewhere. The efforts to integrate these concerts into the curriculum also made very concrete several of the Standards "C's": Culture, Connections, Community. Teachers expressed how these elements of the Standards became clearer after having participated in the workshops and concerts.

Our special efforts paid off; students have demonstrated more interest, more willingness to use French, and are asking for a repetition of some of the activities. We provided opportunities for them to commu-

nicate in French and experience French in real contexts. They focused on the language as a tool for communication within and beyond the classroom. They took charge of their own learning by organizing the event, by sharing their knowledge and teaching French mini-lessons, or by writing cards of thanks in French to the group. Preparing for the concert greatly enhanced the connection between language and culture and gave an increasing awareness of the students' own culture. By giving them an opportunity to learn in context, we helped them to think critically. The grant helped us address the *Standards for Foreign Language Learning* in terms of communication, cultures, connections, comparisons, and communities. Liaising with the community, Lyndon State College gave its support to people in charge of curriculum development in area schools (Stephen Hoyt, for instance, is developing a K-12 Foreign Language program in French and German for the North Country schools) by sending them student teachers. This led to the formulation of a new course at LSC: Co-op in Foreign Languages. It will be a viable option that enables students to see and practice foreign languages outside the academic world and to participate in multilingual communities. Working cooperatively is essential to the development of such projects. Changing mentalities as far as foreign languages are concerned is like embarking on a journey: it will be a long process, but it is not impossible. The grant enabled us to work together on a bigger project and to start communicating on ways in which we can further cooperate.

We would like to thank AATF again for its help in partly funding our project which was an opportunity for tremendous enrichment. It certainly enabled us as teachers to better serve our students and strengthened us in our dedication to the teaching of French

Carole Delavault  
Lyndon State College

#### WESTERN MASSACHUSETTS

President Jean-Pierre Berwald of UMASS/Amherst will continue his efforts to revitalize the chapter. Nicole Desrosiers from Lenox High School is the new Vice-President. Gisèle Zachary remains as Secretary-Treasurer. A full-day program at Mt. Holyoke College was attended by 25 members.



## LET US KNOW ABOUT NATIONAL FRENCH WEEK 2000 EVENTS

Help us publicize National French Week celebrations. We are creating a master list of National French Week activities and events which will be included on the AATF National French Week Web site [<http://aatf.utsa.edu>]. We would like to know about your planned activities. Chapter-sponsored and individual events are welcome. Please submit information about your event, celebration, or contest, to the coordinates listed below using the following format: 1. Title of event; 2. Date and location; 3. Costs to participants, if any; 4. Is pre-registration necessary? 5. Organizer (chapter, school, individual, etc.); 6. Brief 3-sentence description (maximum); 7. Name and e-mail of contact person (We will not publish telephone numbers or addresses on this Web page. Make sure the person designated has an e-mail address).

We also want to create an Honor Roll of public officials who support National French Week. Please send us a photocopy of any proclamations or messages you receive from elected officials or local administrators and businesses.

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

## NEW VOLUME FROM THE AATF COMMISSION ON CULTURAL COMPETENCE

A new volume, published by the AATF Commission on Cultural Competence, has appeared. *La France à l'aube du XXI<sup>e</sup> siècle: tendances et mutations (France at the Dawn of the Twenty-First Century: Trends and Transformations)*, edited by Marie-Christine Koop, assisted by Rosalie Vermette, is a compilation of articles that are the result of the 1997 Summer Institute on French Culture sponsored by the French Cultural Services and the AATF and held at the *Centre International d'Études Pédagogiques* in Sèvres. The collection, containing articles in French and in English, covers topics ranging from politics, to social issues, to French national identity to French-American cultural perceptions. For more information, consult the Commission Web site at [<http://courses.unt.edu/koop>].

The cost of the volume (ISBN 1-883479-29-0) is \$33.95 plus postage and handling. It can be ordered from Summa Publications, Inc., P.O. Box 660725, Birmingham, AL 35266-0725; Telephone: (205) 822-0463.

# REPORT FROM 2000 JNCL-NCLIS DELEGATE ASSEMBLY

The 2000 JNCL-NCLIS Delegate Assembly worked intensively to produce three documents which represented a consensus of the views of the members on foreign language and international studies. These recommendations were produced in response to the President's Executive Memorandum (see page 7) and helped ensure that the profession's views are known to those implementing the President's directive. In addition to the following two statements, a third one was developed on heritage and professional languages.



Executive Director Jayne Abrate pictured on the steps of the Capitol with U.S. Rep. Jerry Costello (D-IL) during the JNCL-NCLIS Legislative Day.

## JNCL-NCLIS INTERNATIONAL EDUCATION STATEMENT ON K-GRADUATE EDUCATION

As technology and communication cause our world to shrink and our society to become more globally and internationally interdependent, it is vital that our children be educated in a manner appropriate to this new age. They must learn languages other than their native tongues in order to compete in the 21<sup>st</sup> century; and language learning needs to begin at a young age, when language acquisition is most natural, and continue in an organized, articulated fashion through the graduate level.

We need to plan for this increase in language education needs by:

- Providing incentives and resources so schools that do not now offer a language will begin to do so;
- Increasing opportunities and support for study abroad and exchange programs at all levels for teachers and students;
- Providing incentives for programs that connect language, culture, and content;
- Promoting foreign languages in interdisciplinary programs;
- Increasing the number of well-prepared foreign language teachers;
- Increasing professional development opportunities in the target languages for all teachers;
- Providing opportunities for multiple professional development models for summer Institutes that address both

language and content;

- Increasing support for districts that expand the number of languages offered to include less commonly taught languages and languages for which there is a national need;
- Providing support for school districts which offer articulated extended sequences.

## JNCL-NCLIS INTERNATIONAL EDUCATION STATEMENT ON TECHNOLOGY AND RESEARCH

For JNCL-NCLIS, "international education" assumes interaction in their language with people from cultures and countries other than one's own. Language and cultural proficiency are key and must be included in international education programs. Only with linguistic and cultural competence can Americans hope to conduct effective foreign policy, expand international trade, ensure the integrity of national defense, enhance international communication, and develop a truly broad-based education for all citizens.

Within the context of an international education experience, linguistic proficiency provides access to the elements of other cultures: perspectives, practices, and products. The targeted second language competence of Americans should be comparable to what is expected of their international counterparts.

JNCL-NCLIS recognizes the need to define the international education community as it currently exists and to establish systematic and systemic avenues of communication with and among all members of that community.

With respect to technology, language learning can become increasingly autonomous and thus more personally meaningful to the learner, assuming it provides greater access to people, culture, and language, technology will help to globalize education. JNCL-NCLIS views the following as necessary to the responsible and effective use of technology in international education:

1. equity;
2. provision for teaching students and teachers to evaluate the resources technology provides and to think critically about the material technology makes available (for example, the appropriateness of a focus on machine translation, as advocated in certain quarters, must be open to question);
3. professional development (JNCL-NCLIS is committed to the need for including professional associations in all lists of potential grantees for

federal monies devoted to international education);

4. an ongoing program of both quantitative and qualitative research to understand and assess technology's use and impact in international education;
- surveys of how technology is being used,
  - studies of the effects of sustained professional development efforts vs. "one-shot" programs,
  - delineation of pertinent variables (age, instructional level, linguistic proficiency, degree of access, attitudes and motivation, contextual features, etc.);
  - longitudinal studies;
  - investigation of learner and teacher perspectives.

With respect to research, both "study abroad" for Americans and "international education" for learners who come to the U.S. must be more rigorously, thoroughly, and appropriately investigated. Research approaches and techniques should reflect study purposes and questions. Study results should be disseminated with appropriate recommendations for application, with pertinent implications, and with concrete suggestions for future research. Topics such as the following pertain to both categories of learners listed above:

- self-concept and learner point of view;
- the impact of international education on cultural proficiency;
- the long-term impact of international education;
- the processes by which international education affects participants;
- the role of international education in language proficiency;
- the significance of prior training factors on the international education experience (L1 literacy, participation in immersion or International Baccalaureate programs, degree of L2 proficiency, etc.).

In addition, a database of models, programs, approaches, prior research findings, and so on, should be developed and maintained.

Finally, the role of technology in conducting research on international education must be explored and developed.

Representing, as it does, over 60 language and international studies associations, JNCL-NCLIS should have an important voice in the development and articulation of policy, as well as in the dissemination of information to constituents and, through them, to the general public.

# DOROTHY LUDWIG EXCELLENCE IN TEACHING AWARDS PRESENTED IN PARIS



Sherry Dean

The AATF Dorothy Ludwig Excellence in Teaching Awards were presented to two outstanding AATF members at the Awards Banquet held during the Paris convention. Sherry Dean (TX) received the award for the post-secondary level, and Renée White received the award for the secondary level. Selection Committee Chair Lee Bradley (Region V Representative) presented the awards. In addition to a certificate, each winner received a check for \$400 thanks to the generosity of AATF Region I Representative Robert J. Ludwig. Sherry and Renée will also receive a one-year complimentary membership in the AATF for 2001. Congratulations to both winners!

Sherry Dean is Professor of French and Speech Communications at Mountain View College in the Dallas County Community College District. She has taught French at Mountain View since 1987. Sherry holds degrees from the University of Texas system and Asbury College. She has also completed studies at Pacific University and the University of Indiana and has participated in professional development seminars in France and Mexico.

Sherry has created and led eight study programs to Senegal, France, and Francophone Louisiana. In 1996 she initiated a cooperative agreement between the *Université Gaston Berger* in St. Louis, Senegal and the Dallas County Community College District. She raised \$53,000 from community sponsors to underwrite program scholarships.

Sherry has been an active member of the AATF since 1992. She is currently Co-chair of the AATF National Commission for Community Colleges. She served as a member of the AATF Commission for the Promotion of French and the National French Week team. She also served as committee chair for the AATF Task Force for the Promotion of French in the U.S.

(1996-97) and compiled the AATF Travel Guide. She served as President and Vice-President of the North Texas Chapter. Sherry also hosted the National French Week celebrations for the North Texas Region this past November.

Sherry is the sponsor of the MVC French Club. Under her direction, the French Club hosts the annual MVC Mardi Gras, the popular outreach activity to North Texas high school students of French, now in its tenth year. Sherry also created a successful mentoring program, in which a number of her students have transferred to four-year universities with scholarships to major or minor in French.

Sherry is the recipient of several awards, including the *Chevalier dans l'Ordre des Palmes Académiques*, Mountain View College Piper Professor, College Teacher of the Year for the AATF North Texas Chapter, Mountain View College Innovator of the Year, Texas Foreign Language Association College Teacher of the Year, and the NISOD Teaching Excellence Award, the University of Texas at Austin (1997, 1996, 1995).

Sherry is also a popular conference speaker. She has presented numerous workshops and sessions at the AATF, the American Council of the Teaching of Foreign Languages (ACTFL), and the Texas Foreign Language Association (TFLA). Her areas of expertise include program development, student recruitment and retention, study abroad programming, fundraising, and incorporating contemporary French music into the curriculum.



Renée White

Renée White teaches French at the Greenhill School in Dallas, Texas. Through the years, René has taught all levels of French and has given workshops and presentations from coast to coast as well as in France. She is a native French speaker and holds a Masters Degree in French

Literature from Southern Methodist University. She is an AP French consultant for the Southwest region of the College Board as well as a member of the College Board Advisory board for the Southwest. She is a reader for the Advanced Placement French examination as well as a member of the AP French test development committee. Her book on vocabulary enrichment in the French class, *En d'autres termes* (Wayside Publishing Co.) is now in its second edition. She has also co-authored a guide book which accompanies a video with French Commercials as well as a series of repromasters one of which is on French gestures. As a member of the of AATF National Commission for Cultural Competence, Renée contributed to a chapter of the Commission volume, *Acquiring Cross-Cultural Competence: Four Stages for Teachers of French* (National Textbook Co.). For the past three years, she has been the national moderator for the AP French on-line discussion group after being responsible for the revision of the AP French Language guide book for the Educational Testing Service. Renée is the lead consultant for AP Summer Institutes at Texas Christian University in Fort Worth and at Southern Methodist University in Dallas. She has been invited by many institutions to give one- and two-day workshops on techniques for teaching French. She recently contributed to one of the newest AP publications on AP vertical teams. Eight years ago, she received the Advanced Placement Recognition Award from the College Board. In 1993, she was named *Chevalier dans l'Ordre des Palmes Académiques*, and she is now the Secretary for the American Society of the French Academic Palms. She is also the cofounder of CLEF (Committee for the Language and Expansion of French). Two years ago, she received the Texas Foreign Language Association French Teacher of the Year Award.

## 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. 32)
- New Promotional Flyer (p. 32)
- National French Week Promotional Items (p. 36)

## CONTEST ADMINISTRATORS OF THE YEAR 2000



Margie Rodgers

It is such an honor to be named National French Contest Administrator of the Year for 2000. In the Hautes Plaines (TX) AATF Chapter, we French teachers have many obstacles to overcome. One of them is the great distance between cities in west Texas which necessitates giving *Le Grand Concours* during a regular school day. Another is even dreaming of having a meeting of all our members. Yet we are united in our love of teaching French and trying to sell our program to the schools while competing with increasing numbers of students of Spanish.

When I finished my Bachelor's degree at Michigan State University and Master's degree in French literature at Ohio State University, I never dreamed that I would have the opportunity of working in many far-flung locales. After teaching eight years at Upper Arlington High School in Columbus (OH), I moved south. When I arrived at Odessa High School (TX), there were only three small French classes. Through many activities such as the National French Contest, the Texas French Symposium, the Foreign Language Festival at Angelo State University, and student trips to France during spring breaks, I was able to build the program to have three French teachers, not classes, and an Advanced Placement curriculum. I also taught evening classes at Odessa College and the University of Texas of the Permian Basin in order to maintain interest in learning French by members of the community.

In addition to teaching French in the high school and college levels, I was fortunate to be sponsored by AATF as an exchange teacher of English for a year in a *lycée* in Chalon-sur-Saône, France. What an eye-opening experience that was! I also received an NDEA grant to pursue graduate studies at Purdue University and a French government scholarship to study at the *Université de Savoie* for a summer. Since my retirement after 34 years of teaching, I

have not neglected my interest in French. In fact, thanks to a mailing to AATF members last year, I have been taking graduate courses in French translation on the Internet under the auspices of the University of Illinois because I want to improve my abilities to translate contracts, bid proposals, and other materials for the oil industry and other businesses. It's never too late to learn something new!

Margie Rodgers  
Hautes Plaines Chapter



K. Sandra Anderson

Thank you very much for the honor of being selected National French Contest Administrator of the Year for 2000. I have been working as administrator for the New Hampshire and Vermont AATF Chapters with my husband, Reeve Williams, for at least 10 years and enjoyed working with the teachers and students from both states. We have FLES programs from both states participate and at least 70 teachers have their students take the test. I'm proud to say that for the past three years our *Grand Concours* FLES enrollments have hovered around 2000, and we had 123 National Winners this year! We may be two small states; however, we have many superior French programs, and we are continuing to maintain our numbers of French students!

I have been teaching French at Hanover High School (NH) for 31 years and have loved my students, my classes, and my work. My husband and I have just retired from teaching and now look forward to having more time for home, family, and friends, travel in Europe, especially France and perhaps helping out with *Le Grand Concours* for another year!

K. Sandra Anderson  
New Hampshire/Vermont Chapters

## SMALL GRANT HELPS HOMWOOD-FLOSSMOOR HIGH SCHOOL-PARKER JUNIOR HIGH PROGRAMS

Thanks to an AATF Small Grant, French students from Homewood-Flossmoor High School and Parker Junior High were able to complete the school year in fine style.

At Homewood-Flossmoor Jane Castle's French III students corresponded with Kate Dougherty's, Parker Junior High eighth grade students during the school year. This pen pal exchange ended with the junior high students visiting the high school students. The students attended regular classes and lunch, then met in the Foreign Language area for a variety of activities during the last block of the day.

They enjoyed separate sessions on mask-making and singing. Afterwards, they all gathered to receive certificates of participation and goody bags, to enjoy French snacks, and to thank officially booster parents who had helped make National French Week celebrations such a success in November.

Members of Homewood-Flossmoor's French Cuisine and Conversation Club worked hard to ensure that the event ran smoothly. They helped arrange the schedule, filled out certificates, stuffed the goody bags with French pencils, pins, and Kinder eggs, passed out snacks, led the songs, and directed the groups to activity areas.

According to Cuisine and Conversation Club president, Adrienne Munster, "Activities like these make students realize that French is a living language. A *grand merci* for the financial and moral support from AATF that helped us with this event."

Jane Castle  
Homewood-Flossmoor High School, IL

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## AATF- U.S. DEPARTMENT OF EDUCATION GRANT RENEWED

The AATF is pleased to announce the U.S. Department of Education Grant received by the AATF in 1999 has been renewed for a second year in the amount of \$147,120. Grant participants are developing projects which include Web sites, videos, and print materials for teaching and promoting French. You will hear more about these projects in upcoming issues of the *National Bulletin* as materials become available.

Special thanks go to Steven Loughrin-Sacco (CA), Chair of the AATF Commission on French for Business and International Trade, who put together the initial grant proposal and to Eileen Angelini (PA) who is helping to supervise the work.

# CLASSROOM ACTIVITY

## «MADELEINE» ET BREL EN CLASSE DE FRANÇAIS

Cette activité de classe pourra être utilisée avec des élèves de fin de première année ou de deuxième année de français. Ce travail basé sur l'écoute d'une chanson connue de Jacques Brel servira à briser la monotonie du livre de classe, tout en ayant un but grammatical et créatif. De plus, les élèves de français découvriront une grande personnalité francophone qui a marqué le monde de la chanson populaire de notre époque.

Le professeur devra se procurer un compact ou une cassette de Jacques Brel incluant la chanson «Madeleine» (Éditions Pouchenel /1964 Barclay). Il va sans dire que cette idée est exploitable et adaptable à n'importe quelle chanson, pourvu que le contenu et la forme de la chanson soient appropriés au niveau des apprenants.

La chanson «Madeleine» se prête particulièrement bien à une exploitation en classe car elle comporte une série de verbes au présent, au passé et au futur, ainsi qu'un vocabulaire simple et une histoire claire et compréhensible par des élèves de collège ou de lycée.

Cette activité comporte plusieurs volets: un exercice d'écoute et de compréhension orale «à trous», une biographie succincte d'un des plus célèbres chanteurs francophones, un exercice de discussion et de compréhension globale du texte de la chanson, une exploitation grammaticale du texte à deux niveaux de difficulté et, pour finir, une activité ludique et créative de «réécriture» personnalisée de la chanson.

### Activité 1: Exercice de remplissage ou «texte à trous»

On pourra commencer par faire écouter à la classe la chanson «Madeleine», sans explication préalable ni texte. Ensuite, les élèves s'étant familiarisés avec le contenu de la chanson, on pourra procéder à l'exercice du «texte à trous». Après avoir reçu le document contenant les paroles de la chanson où auront été laissés des blancs (document 1), les élèves devront retrouver à l'écoute les mots manquants.

Cet exercice pourra paraître difficile à la première écoute, mais le fait que les paroles soient répétitives facilitera le travail. On pourra également permettre aux élèves de réécouter la chanson une deuxième ou même une troisième fois, au besoin. Une variante de cet exercice sera de faire travailler les élèves par deux, ce qui allège le niveau d'anxiété de ceux qui n'ont pas l'habitude de ce genre d'exercice.

### Réponses de l'exercice à trous:

lilas / semaines / trente-trois / frites / Noël / Amérique / cousin / cinéma / je t'aime / vie / lilas / semaines / trente-trois / frites / horizon / Amérique / cousin / je t'aime / jolie / vie / lilas / semaines / dernier / Amérique / Gaspard / cinéma / je t'aime / vie / demain / lilas / semaine / trente-trois / frites / Noël / Amérique / cousin / cinéma / je t'aime.

### Activité 2: Biographie sommaire de Jacques Brel:

Bien que n'étant pas nécessaire à l'étude de la chanson, la biographie qui suit pourra être utilisée si l'on désire faire connaître Jacques Brel aux élèves. Cette biographie est suivie de quelques questions.

### Réponses aux questions sur la biographie

1. Jacques Brel était belge.
2. Il avait 49 ans.
3. Brel est enterré près de Gauguin, le célèbre peintre.
4. Tahiti est situé dans le Pacifique sud.
5. Papeete est la capitale de Tahiti.
6. On parle français à Tahiti.

### Activité 3: Questions de compréhension et de discussion autour de «Madeleine»

Maintenant que les élèves ont en leur possession le texte intégral de la chanson, il convient de vérifier qu'ils en comprennent le vocabulaire et le contenu. Ces questions peuvent servir à amorcer une discussion en classe.

### Réponses aux questions de compréhension

1. Madeleine, le chanteur, les trois cousins de Madeleine, Eugène
2. Cette expression (ainsi que «Madeleine, c'est mon horizon...C'est mon Noël...elle est toute ma vie...c'est mon espoir...») montre la profondeur des sentiments de l'auteur vis-à-vis de Madeleine et le fait que Madeleine est la femme de ses rêves.
3. Parce que le chanteur persiste à attendre Madeleine et à l'aimer, alors que cet amour n'a aucun espoir. Madeleine persiste à ne pas venir aux rendez-vous. Les cousins de Madeleine sont mêmes intervenus pour lui faire comprendre qu'il perdait son temps. Nous avons pitié de cet homme qui ne peut admettre l'évidence.
4. Réponses variables: Le chanteur est raisonnable; inconscient; ou un peu simple d'esprit.

5. a. L'attente: le chanteur est confiant et plein d'espoir que Madeleine arrivera sous peu. L'anticipation de la venue de Madeleine rend le chanteur joyeux.
  - b. Le doute puis le désespoir (et la pluie).
  - c. L'espoir renaît. Le chanteur s'obstine et reprend courage. Il décide de revenir attendre Madeleine le lendemain.
6. Réponses variables.

#### Activité 4: Exploitation grammaticale

On pourra exploiter l'aspect grammatical du texte à plusieurs niveaux:

Avec des élèves débutants, on pourra s'en tenir à une reconnaissance des différents temps de verbes. Les élèves se muniront de crayons de différentes couleurs et chacun devra identifier les temps de verbes dans la chanson en les coloriant par exemple de la manière suivante:

- en bleu les verbes au présent
- en vert les verbes au futur
- en orange les verbes au passé composé (à noter un accord de participe passé avec un complément d'objet direct placé devant le verbe)
- en rouge les verbes à l'imparfait
- en jaune les verbes au futur proche (un seul)

On pourra ensuite rechercher les infinitifs de chacun de ces verbes.

À un niveau plus avancé, on pourra procéder à une révision de la concordance des temps avec le futur et le conditionnel, comme suit:

**Quand + présent -----> présent**

**Quand + futur -----> futur**

**Si + présent -----> futur**

**Si + imparfait -----> conditionnel**

À partir de la chanson et en respectant les règles de concordance des temps, les élèves pourront écrire des phrases du type:

**Si** Madeleine n'arrive pas, il recommencera à attendre demain.

**Si** elle ne vient pas, il ne se découragera pas.

**Quand** il vient attendre Madeleine, il apporte toujours un bouquet de fleurs.

**Si** Madeleine arrivait, ils iraient manger des frites.

**S'ils** allaient ensemble au cinéma, il lui dirait des *Je t'aime* à l'oreille.

**Quand** il sera trop tard pour aller chez Eugène, ils iront au cinéma.

**Quand** Madeleine arrivera, ils prendront le tram 33, ils iront manger des frites chez Eugène, ils iront au cinéma, il lui dira des *Je t'aime*.

#### Activité 5: Exercice de réécriture de «Madeleine»: remaniement des paroles

Maintenant que les élèves comprennent bien le contenu de la chanson, ils vont pouvoir s'amuser à en remanier les paroles à leur manière. La chanson sera redistribuée aux élèves, avec cette fois un choix de mots possibles, qui ne sont en rien limitatifs (document 2). On pourra personnaliser les paroles en utilisant par exemple les noms de camarades de classe, de membres de sa famille, ce qui rendra la chanson encore plus amusante.

La réécriture pourra s'effectuer individuellement ou par deux. La lecture des «nouvelles» paroles se fera devant toute la classe.

#### Conclusion

Comme mentionné auparavant, ce genre d'exercice est adaptable à tout texte, la chanson étant attrayante et récréative dans un contexte de classe. Cette activité a été élaborée et utilisée avec des élèves de collège et de lycée. L'aspect ludique et varié des différentes activités proposées en font un exercice favori des élèves.

La Fondation International Jacques Brel de Bruxelles a gentiment accordé son autorisation pour l'utilisation et l'exploitation du texte de la chanson «Madeleine» à des fins pédagogiques. La Fondation a également fourni une biographie de Jacques Brel qui a servi de base à la biographie incluse ici.

Armelle Le Bohec-Webster  
Polytechnic School  
Pasadena, CA

## Document 1: Fiche de l'élève

### Madeline

Ce soir, j'attends Madeleine  
J'ai apporté du \_\_\_\_\_  
J'en apporte toutes les \_\_\_\_\_  
Madeleine, elle aime bien ça  
Ce soir, j'attends Madeleine  
On prendra le tram \_\_\_\_\_  
Pour manger des \_\_\_\_\_ chez Eugène  
Madeleine, elle aime tant ça!

Madeline, c'est mon \_\_\_\_\_, c'est mon \_\_\_\_\_ à moi. Même qu'elle est trop bien pour moi, comme dit son \_\_\_\_\_ Joël.

Ce soir, j'attends Madeleine  
On ira au \_\_\_\_\_  
Je lui dirai des \_\_\_\_\_  
Madeleine, elle aime tant ça!

Elle est tellement jolie, elle est tellement tout ça. Elle est toute ma \_\_\_\_\_, Madeleine, que j'attends là, là.

Ce soir, j'attends Madeleine  
Mais il pleut sur mes \_\_\_\_\_  
Il pleut comme toutes les \_\_\_\_\_  
Et Madeleine n'arrive pas  
Ce soir, j'attends Madeleine  
C'est trop tard pour le tram \_\_\_\_\_  
Trop tard pour les \_\_\_\_\_ d'Eugène  
Madeleine n'arrive pas.

Madeline c'est mon \_\_\_\_\_, c'est mon \_\_\_\_\_ à moi. Même qu'elle est trop bien pour moi, comme dit son \_\_\_\_\_ Gaston.

Ce soir, j'attends Madeleine  
Il me reste le cinéma  
Je pourrai lui dire des \_\_\_\_\_  
Madeleine, elle aime tant ça!

Elle est tellement \_\_\_\_\_, elle est tellement tout ça. Elle est toute ma \_\_\_\_\_, Madeleine qui n'arrive pas, pas.

Ce soir, j'attendais Madeleine  
Mais j'ai jeté mes \_\_\_\_\_  
Je les ai jetés comme toutes les \_\_\_\_\_  
Madeleine ne viendra pas  
Ce soir, j'attendais Madeleine  
Tiens, le \_\_\_\_\_ train s'en va  
On va fermer chez Eugène  
Madeleine ne viendra pas

Madeline c'est mon espoir, c'est mon \_\_\_\_\_ à moi. Mais, sûr qu'elle est trop bien pour moi, comme dit son cousin \_\_\_\_\_.

Ce soir, j'attendais Madeleine  
C'est fichu pour le \_\_\_\_\_  
Je reste avec mes \_\_\_\_\_  
Madeleine ne viendra pas.

Elle est, elle est pourtant tellement jolie, elle est pourtant tellement tout ça. Elle est pourtant toute ma \_\_\_\_\_, Madeleine, qui ne viendra pas.

Mais \_\_\_\_\_, j'attendrai Madeleine  
Je rapporterai du \_\_\_\_\_  
J'en rapporterai toute la \_\_\_\_\_  
Madeleine, elle aimera ça  
Demain, j'attendrai Madeleine  
On prendra le tram \_\_\_\_\_  
Pour manger des \_\_\_\_\_ chez Eugène  
Madeleine, elle aimera ça

Madeline, c'est mon \_\_\_\_\_, c'est mon \_\_\_\_\_ à moi. Tant pis si elle est trop bien pour moi, comme dit son \_\_\_\_\_ Joël.

Demain, j'attendrai Madeleine  
On ira au \_\_\_\_\_  
Je lui dirai des \_\_\_\_\_  
Et Madeleine elle aimera ça!

## BIOGRAPHIE DE JACQUES BREL

Jacques Brel est né à Bruxelles en avril 1929. Toute sa vie, il gardera de son enfance une impression de grisaille et de silence. Ses échecs scolaires le conduisent à travailler tôt à la cartonnerie familiale. Mais ce travail ne l'intéresse pas. Il cherche donc une autre occupation.

En 1953, Jacques Brel enregistre son premier disque. Après une période difficile, il connaît un grand succès comme auteur et interprète dans les années suivantes. Les tournées le mènent en Belgique, en France, au Canada, au Maroc, en Tunisie et en Israël. Fatigué, il décide d'arrêter sa carrière de chanteur en 1967. Il devient par la suite acteur et metteur en scène.

En 1974, il décide de partir et de changer son style de vie. Il achète un superbe voilier et voyage. Il finit par s'installer aux Îles Marquises, sur l'île d'Hiva Oa dans le Pacifique sud. Il veut vivre intensément sa vie. Il achète ensuite un petit avion et vole d'île en île même jusqu'à Tahiti.

En 1977, il revient à Paris pour un traitement médical car il est malade. Il enregistre son dernier disque et meurt d'un cancer le 9 octobre 1978. Il repose maintenant dans le cimetière marin d'Hiva-Oa, auprès du célèbre peintre Gauguin.

Jacques Brel reste à notre époque l'un des grands chanteurs de langue française, au même titre qu'Édith Piaf, Yves Montand ou Georges Brassens.

### Questions sur la biographie:

1. De quelle nationalité était Jacques Brel?
2. Quel âge avait-il à sa mort?
3. Près de qui est enterré Brel et qui est cette personne?
4. Où est situé Tahiti?
5. Quelle en est la capitale?
6. Quelle langue parle-t-on à Tahiti?

### Questions de compréhension sur la chanson «Madeleine»

1. Qui sont les différents personnages mentionnés?
2. Comment comprenez-vous la phrase «c'est mon Amérique à moi»?
3. Pourquoi cette histoire est-elle plutôt triste?
4. Est-ce une histoire plausible? Quelle sorte d'homme est le chanteur?
5. Montrez les trois parties distinctes de cette chanson.
6. Quand vous écoutez cette chanson, vous mettez-vous plutôt à la place de l'homme ou de Madeleine qui ne sait peut être pas comment se débarrasser de cet amoureux persistant?

## Document 2: Fiche de l'élève

Ce soir, j'attends \_\_\_\_\_ (Joséphine, Annette, Jean-Louis, Tristan...)

J'ai apporté \_\_\_\_\_ (des tulipes, du chocolat, des tournesols...)

J'en apporte toutes les semaines

\_\_\_\_\_ (elle/il) aime bien ça!

Ce soir, j'attends \_\_\_\_\_

On prendra \_\_\_\_\_ (le tandem, le métro, l'hélicoptère, le taxi...)

Pour manger \_\_\_\_\_ (des escargots, des glaces à la pistache, des fraises au sucre...) chez \_\_\_\_\_  
(Lulu, ma grand-mère, ma tante...)

\_\_\_\_\_, (elle/il) aime tant ça!

Ce soir, j'attends \_\_\_\_\_

On ira \_\_\_\_\_ (au théâtre, à la piscine, au restaurant, au marché...)

Je lui dirai \_\_\_\_\_

\_\_\_\_\_, (elle/il) aime tant ça!

Ce soir, j'attendais \_\_\_\_\_

Mais, j'ai jeté mes \_\_\_\_\_

Je les ai jeté(e)s comme toutes les semaines

\_\_\_\_\_ ne viendra pas.

Ce soir, j'attendais \_\_\_\_\_

Tiens, le dernier \_\_\_\_\_ s'en va

On va fermer chez \_\_\_\_\_

\_\_\_\_\_ ne viendra pas.

Ce soir, j'attendais \_\_\_\_\_

C'est fichu pour l'\_\_\_\_\_

Je reste avec m'\_\_\_\_\_

\_\_\_\_\_ ne viendra pas.

Mais demain, j'attendrai \_\_\_\_\_

Je rapporterai \_\_\_\_\_

J'en rapporterai toute la semaine

\_\_\_\_\_, (elle/il) aimera ça.

Demain, j'attendrai \_\_\_\_\_

On prendra \_\_\_\_\_

Pour manger \_\_\_\_\_ chez \_\_\_\_\_

\_\_\_\_\_, (elle/il) aimera ça!

# SALUT LES JEUNES

## Rendez-vous des idées pour les niveaux FLES\*/Middle School

We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; Fax: (650) 323-4016; E-mail: [mmemiller@aol.com].

### Le Chronomètre

Purchase an inexpensive stopwatch—*un chronomètre*—for your classes (available for two or three dollars.) Choose a different student to be in charge each day. Set the goals with your students in advance, and keep a chart of your progress. The idea is to see how many minutes per class you can keep in your target language. For my fifth, sixth, and eighth graders our goal was 35 minutes out of a 45 minute class. Three days in a row of solid French earned ice cream for the class! I left 5 or 10 minutes in each class for clarification in English. It is painful at first, but soon the students fall into the rhythm and are quick to shout “*Honte! Honte!*” for a slip into English! The class will need a cheat-sheet (see below) to be successful.

### L'Antisèche (“cheat-sheet”)

Have your students tape this to the front of their *cahiers* as a resource to keep the flow in French. You may simplify or add as

needed for the level of your students.

#### Le Professeur:

Les devoirs pour demain...  
Où sont tes devoirs?  
En retard!  
Levez le doigt.  
Passez-les-moi.  
Toute la classe.  
Répétez, répondez; demandez; écoutez;  
écrivez; montrez; soulignez

#### L'Élève:

Je ne sais pas; Je ne comprends pas.  
Je n'ai pas fait mes devoirs.  
Mes devoirs sont à la maison; dans mon sac-à-dos.  
Un monstre terrible a mangé mes devoirs.  
Comment dit-on (“help!”) en français?  
Qu'est-ce que ça veut dire?  
Puis-je aller aux toilettes? Au petit coin?  
(J'ai envie de faire pipi.)  
Je suis malade.  
Puis-je tailler mon crayon?

### Francofun

It's Francofun! A great idea for a unit of study. Have your students begin with the idea: *Qui sommes-nous?* Create a small book including: *Je m'appelle \_\_\_\_\_. J'ai \_\_\_\_ ans. Je parle français et \_\_\_\_\_. J'habite à \_\_\_\_\_.*

Then continue with: *Où sont les francophones aux États-Unis?* Be sure to include your state along with Louisiana and Maine. Discuss Acadiens and Cajuns. Then, expand your study with: *D'où viennent les francophones aux États-Unis? Ils viennent du Canada.* Discuss the story of Jacques Cartier. Then, complete your study with: *D'où viennent les francophones au Canada?* Obviously, you are now in France! Add other Francophone countries throughout the world. This is a fantastic unit to show how the U.S. is connected to France and has been throughout history! *Amusez-vous!*

Karen Campbell Kuebler

Wellwood International School (MD)



## AATF NATIONAL FLES\* POSTER CONTEST

French is alive and well in the elementary and middle schools! This year the national FLES\* poster contest received sixty-two entries from twenty-one schools. This year's theme was “Le français, c'est la langue de l'avenir.” Each chapter could submit three posters per category.

The students' interpretation of the theme was remarkable. It was truly difficult for the judges to select winners. The first place winners received a \$50 award, and the second and third place winners received books about French artists. Every student whose poster went for national judging received a certificate, and each school that participated received a certificate as well.

It is certainly encouraging to see such creativity and enthusiasm among our young French learners. A special tribute goes to their teachers for their energies in this special domain of instruction. The study of French is truly a passport to new adventures of learning about the world and its peoples, and the best place to start is with our very young. Watch for an announcement of the 2001 Poster Contest in future issues of the *National Bulletin*.

Charlene Moyer

Coordinator 2000 Poster Contest

## WINNERS OF THE 2000 NATIONAL FLES\* POSTER CONTEST

### Grades K-1

1<sup>st</sup> Corin Pociask (IL); Teacher: Melissa Eiklor

### Grades 2-3

1<sup>st</sup> Erin Tenneson (WA); Teacher: Susan Lapidus  
2<sup>nd</sup> Abigail Smith (AL); Teacher: Lauren Daniell  
3<sup>rd</sup> Hadley Rodden (WA); Teacher: Susan Lapidus

### Grades 4-6

1<sup>st</sup> Sarah Arkebauer (NE); Teacher: Marcille Ansoerge  
2<sup>nd</sup> Megan Pellettiere (NJ); Teacher: Rosanne DeRocco  
3<sup>rd</sup> Shelagh Meyers (IL); Teacher: Melissa Eiklor

### Grades 7-8

1<sup>st</sup> Elizabeth Ruddy (CO); Teacher: Jennifer Shaf  
2<sup>nd</sup> Lauren Bernloehr (FL); Teacher: Dorothy Kozak  
3<sup>rd</sup> Jonathan Dubin (CO); Teacher: Jennifer Shaf

## AATF PUBLICATIONS AVAILABLE

### AATF COMMISSION ON CULTURAL COMPETENCE

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

### AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

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

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

Prices are subject to change without notice.

## NATIONAL FRENCH WEEK CONTESTS

These contests were announced in late April on the National French Week Web page [<http://aatf.utsa.edu/>]. The theme for the year 2000 is "Reach Out to the World: Learn French!"

### ESSAY CONTEST

Deadline: Postmarked by **October 16, 2000**.

Send to: Joyce Beckwith, Wilmington High School, Wilmington, MA 01887.

**GUIDELINES:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2000. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

- Grades 3-5: Maximum 150 words;
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

Judging Criteria: Theme relevance, originality, written expression

All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Poster Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

### POSTER CONTEST

Deadline: Postmarked by **October 16, 2000**.

Send to: Lee Bradley, 1165 University Center, Valdosta State University, Valdosta, GA 31698

**GUIDELINES:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2000. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the poster. Submission with incomplete information will not be judged.

Posters must measure 18" x 24" and have a flat surface with no moving parts. No three-dimensional posters accepted. No glue is to be used. Tempera paint,

## A MESSAGE FROM PRESIDENT CLINTON



THE WHITE HOUSE  
WASHINGTON

September 5, 2000

Warm greetings to everyone celebrating November 4-10 as National French Week, 2000, sponsored by the American Association of Teachers of French.

Learning a foreign language can enrich our lives in so many ways. It can teach us about the rich history and heritage of other countries and cultures; open new doors to foreign literature, films, and journalism; and help us to strengthen the bonds of friendship between Americans and other peoples around the world.

I commend the members of the AATF for promoting excellence in the study of French. You are playing an important role in ensuring that all Americans have the knowledge and skills to communicate effectively in our increasingly global society and to foster international understanding.

Best wishes for a successful week.

India ink, markers, flairs, or crayons may be used. Use white, flexible poster paper. Mail entries in a tube. The judging divisions are:

- Elementary: Grades 3-5
- Intermediate: Grades 6-8
- Secondary: Grades 9-12
- College

Judging Criteria: Visual impact, theme relevance, originality

All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Poster Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

### 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>].



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



## The AATF National Commission on Cultural Competence has taken new initiatives!

Several sessions dealing with the work of the Commission were presented in Paris this year: at the 5<sup>e</sup> Biennale de l'Éducation et de la Formation last April; in both the AATF and FIPF programs at their joint convention last July.

A second volume prepared by the Commission has been published by Summa Publications. It is titled *France at the Dawn of the Twenty-First Century: Trends and Transformations/La France à l'aube du XXI<sup>e</sup> siècle: tendances et mutations*. It contains 19 articles on contemporary French society and was edited by Marie-Christine Koop, with the assistance of Rosalie Vermette. Information on this volume appears on page 17 and may be found on the Commission Web site at [<http://courses.unt.edu/koop>].

An article sponsored by the Commission appears in this issue of the *National Bulletin*. Armelle Le Bohec-Webster offers tips in "Madeleine" et Brel en classe de français" on pages 21-25.

More members have joined the Commission and initiated new projects:

- Alain-Philippe Durand will soon be conducting research in order to identify American institutions that offer programs in French society and culture and establish some collaboration with associations in this area (see page 29).
- Tom Carr and Paul Barrette are working on a collaborative project on Quebec, using the guidelines published by the Commission, *Acquiring Cross-Cultural Competence: Four Stages for Students of French* (National Textbook Company, 1996), edited by Alan Singerman. In this respect, they will present two sessions at the upcoming conference of the American Council for Quebec Studies that will be held in Montreal in November (see Calendar, page 43).
- Renée White is currently working with Sidney Teitelbaum, Director of the National French Contest, to analyze and possibly modify the cultural component of test items, using the Commission guidelines mentioned above.
- Finally, a two-week research seminar in Quebec is currently being organized by Marie-Christine Koop for July 2001. More details and application materials for participants will appear in the *National Bulletin* as they become available.

### The Commission needs more active members!

- ✓ Attend Commission sessions at conferences and/or present at our sessions.
- ✓ Offer to share your tried-and-true cultural activity with colleagues by submitting it to the Commission for the *National Bulletin*.
- ✓ Contribute your experience and enthusiasm by working toward one of the Commission objectives (see Commission Web site at [<http://courses.unt.edu/koop>] and contact Marie-Christine Koop.
- ✓ Contribute to a special volume with cultural activities for the classroom: see the call for contributions on the Commission Web site and contact Rosalie Vermette at [[rvermett@iupui.edu](mailto:rvermett@iupui.edu)].

Commission Co-Chairs may be contacted as follows:

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**We hope that you will take an active role in this important effort!**

#### CALENDRIER DE L'AN 2001 LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA

La 17<sup>e</sup> édition de ce calendrier bilingue vient de paraître. On y célèbre, entre autres, le 300<sup>e</sup> anniversaire de la fondation de la ville de *Détroit en Canada* (aujourd'hui en *Michigan, USA*) et la 150<sup>e</sup> anniversaire de la mort de Jean-Jacques Audubon—pionnier de l'ornithologie américaine.

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

Libellez votre chèque au nom de: *French-American Calendar 2001* et envoyez-le à Reine Mikesell, 1155 East 56<sup>th</sup> Street, Chicago, Illinois 60637-1530.

#### CHECK THE WEB FOR UPDATES

**The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, and Outstanding Teacher Awards [<http://aatf.utsa.edu/>].**

## WHAT DO THE NEW PARIS CHAMBER OF COMMERCE TESTS MEAN FOR TEACHERS OF FRENCH?

In recent years, the *Chambre de Commerce et d'Industrie de Paris* (CCIP) has offered its tests annually to about 8000 candidates in almost 100 countries. Providing proof of competence in a foreign language has become an urgent necessity for many students, and the tests now attract more candidates than ever before. Whereas European office workers, executives, sales personnel, technicians, department store and hotel employees, among others, have been expected to possess multilingual skills for a number of years, the trend has now spread to this country. As the inevitable process of globalization reaches North America, domestic students of French are increasingly asking their teachers for ways to document their competencies in French. The recent reform and modernization of the CCIP testing apparatus has come at an opportune time.

For reasons of space, I shall stress only those aspects of the changes that affect teachers of French in the U.S. As many teachers already know, the test that has been the most widely taken by our students over the last twenty years or more is the *certificat pratique de français commercial et économique*. There have been at one time or another about sixty testing centers in which the exam has been organized. The written part is easy enough to administer. The test comes from Paris, and students have just under four hours to complete it. The oral component, on the other hand, requires a bit more work for the organizer, since the students have to be interviewed by a "jury" composed of, preferably, French-speaking natives, who have never taught the student. Practically speaking, this means that departments in different colleges have pooled their resources and/or called upon personnel from French-speaking cultural and administrative personnel. Parallel to the *certificat* exam, but on a significantly higher level, there has existed the *diplôme supérieur*, which is given to very few students. Thus, I shall stress the impact that the changes will have on the *certificat*.

Basically, the two traditional exams have received new names (with the former *certificat* undergoing two important substantive changes as well), and two new exams have been introduced at both the high and low ends of the linguistic scale. Thus, the former *certificat* has been renamed *diplôme de français des affaires, 1<sup>er</sup> degré* (DFA 1), and the former *diplôme supérieur* has been renamed *diplôme de français des affaires, 2<sup>e</sup> degré* (DFA 2). At the top end of the scale a new test, called the *diplôme approfondi de français des*

*affaires* has been introduced for people who want to be admitted to work in French at the Masters level. It is intended for a European audience and, for now, will be of interest to very few American students. At the low end of the scale, however, a major change has taken place that will be of great interest to many French teachers. It involves the creation of a new competency test, called the *certificat de français professionnel* which many students will be able to pass successfully with only one course in Business French instead of the two recommended for the DFA 1 (*ex certificat*). One gets the impression, although such is not stated overtly, that this test has been developed with North American students in mind. Teachers interested in preparing students to have the experience of taking a test that evaluates their linguistic competency in a relatively objective manner should gather information about this new test.

Regarding the changes that have been introduced into the traditional DFA 1, two are of major importance. First, something completely new, a test of oral comprehension, has been introduced. It will come on an audiocassette or CD. Its purpose is to reduce the inconsistencies in the testing experience that have arisen over the years. This welcome feature will also be a part of the new low-end test, the CFP. The second major change to the DFA 1 will be the deletion of the traditional translation questions from and into French to be replaced by what is called *une épreuve de transpositions*. The idea here is to give the student one or several texts in French that will have to be compressed into a much shorter form, in French, while maintaining all essential information. It is thought that this type of question more nearly approximates what actually happens in a business setting.

Now, more than ever, there is a CCIP test suited to the needs of American teachers of French and their students. Having been involved with the organization of testing centers for many years, I know that students, when informed about these tests, want to take them. It is an important educational experience. As the tests also help to increase interest in our programs and to build enrollments, I recommend them strongly.

For more detailed information on the new tests and the changes made in the existing ones, visit the CCIP Web site at [<http://www.fda.ccip.fr>].

David O'Connell  
Georgia State University

## CULTURE SURVEY

The AATF Commission on Cultural Competence is conducting a survey of the teaching of French Culture at the graduate level in American universities. We are looking for volunteers to respond in writing to a questionnaire that will be sent later this semester. Participants (professors and graduate students) must have experience in teaching or taking courses in French Cultural Studies, and they must be members of the AATF. Volunteers will have 3.5 months to respond. If you are interested in participating, please send me, no later than **October 31, 2000**, your name, e-mail address, affiliation and title, and a one-line statement on your experience with French Cultural Studies at the graduate level. Thank you.

Alain-Philippe Durand  
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University of Rhode Island  
Kingston, RI 02881-0812  
FAX: (401) 874-4694  
Email: [[adurand@uri.edu](mailto:adurand@uri.edu)]

### EXCHANGE OPPORTUNITY

Teacher of English in Dijon is interested in developing high school exchange(s) with American teacher(s) of French. For more information, contact Mme Marie Jo Besançon, Lycée Charles de Gaulle, 21000 DIJON. E-mail: [[mjbesancon@hotmail.com](mailto:mjbesancon@hotmail.com)].

### VOLUNTEER OPPORTUNITY

The International Volunteer Program is looking for volunteers for its Summer 2001 programs. IVP provides volunteers with a unique opportunity to travel, experience a new culture and help needy people.

IVP programs offer a variety of volunteer placements in France, the United Kingdom, and California for six weeks each summer. Volunteers are provided with transportation from New York or San Francisco to their volunteer placement, as well as room and board for the six-week stay for an administrative fee.

Additional information about IVP, flyers and applications may be downloaded from our Web site at [<http://www.ivpsf.com>]. We encourage you to share this information with groups, organizations, or individuals you feel might be interested in such a program.

Rebecca Jewell, Program Director  
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## ACTFL 2000

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### NEW! QUEBEC KIT

The *Ministère des Relations internationales du Québec* has provided the AATF with 500 Quebec kits for us to distribute to our members. Each kit includes a full-size, laminated color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. To obtain a Quebec kit, send \$7.50 for the first kit (\$2.50 for each additional kit) to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Kits are free to AATF members; we charge only for postage and handling.

# 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 before in order to reuse the beautiful National French Week posters which were distributed last year. Matching stickers that you can use to cover up the year 1999 on the poster are now available. (Send a self-addressed stamped envelope to AATF National Headquarters to receive these stickers; be sure to indicate the quantity.)

We again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts, and invitations) available for distribution (see page 36). Make sure to order soon. If you wait until mid-October, it may be too late to receive your order in time for your celebration. See the announcement of the Essay and Poster Contests for National French Week 2000 on page 27.

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. businesses 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 working 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 to the university president or provost and request a similar statement.

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, photographs, 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 32) or National French Week items (page 36);
- 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!**

## NEW! AATF PROMOTIONAL FLYER



### Why Learn French?

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

- ◆ French means Business!
- ◆ French means Jobs!
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- ◆ *Le français, c'est pratique!*

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

\_\_\_\_\_ *Why Learn French* flyers x 10 cents each = Total amount for flyers \_\_\_\_\_

### AATF PROMOTIONAL KIT

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

\_\_\_\_\_ *Le Français m'ouvre le monde*

\_\_\_\_\_ *Forward with French*

\_\_\_\_\_ *Allons en France*

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

\_\_\_\_\_ *Guide to Support from Embassies*

\_\_\_\_\_ *Travel Guide*

\_\_\_\_\_ FLES\* report (See page 38 for descriptions and titles; specify by year.)

- promotional items (Select only one.)

\_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads

\_\_\_\_\_ 25 *Forward with French* Bic pens

**Total (\$50 per kit):** \_\_\_\_\_

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

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Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;  
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# NOTRE-DAME DE PARIS: Le spectacle comme outil pédagogique

## Le spectacle

La grande aventure de *Notre-Dame de Paris*, spectacle musical inspiré de l'œuvre de Victor Hugo, commença le 19 janvier 1998 quand le spectacle fut lancé en version courte d'une heure au grand rendez-vous des professionnels de la musique à Cannes. Depuis, le CD et ses succès parodent en tête des ventes et du hit-parade en France. En plus, le spectacle connaît un succès monstre, presque sans pareil. Installé au Palais des congrès à Paris depuis la mi-septembre 1998 et où il jouait toujours lors du Congrès AATF au mois de juillet, le spectacle est aussi parti en tournée en France. Puis il s'est envolé pour le Québec. La première canadienne a eu lieu à Montréal le 30 mars 1999. *Notre-Dame de Paris* est enfin reparti du Canada en juillet 1999 pour refaire une tournée européenne et française. Parallèlement, *Notre-Dame de Paris* est venu aux États-Unis, chanté en anglais et avec des acteurs et danseurs américains, au Théâtre des Arts de l'Hôtel Paris à Las Vegas, depuis le 20 janvier 2000.

Depuis le lancement du CD, sorti longtemps avant le spectacle, le succès est énorme, bien comparable à celle de *Starmania*, l'«opéra-rock» des années 80 du compositeur Michel Berger et du parolier Luc Plamondon. Le CD *Notre-Dame de Paris* est l'œuvre du musicien franco-italien Richard Cocciante et du parolier québécois Luc Plamondon. La mise en scène est assurée par Gilles Maheu, lui aussi québécois. Comme *Starmania*, *Notre-Dame de Paris* présente la particularité d'offrir une perspective franco-québécoise unique. Les sept chanteurs solistes du spectacle sont à la fois de grandes vedettes mais aussi de jeunes artistes restés jusqu'à inconnus. Nous y retrouvons Daniel Lavoie, les vedettes canadiennes Bruno Pelletier et Luck Mervil (du groupe Rudeluck), et d'autres chanteurs moins connus ou qui débudent leur carrière: Patrick Fiori, Garou, Hélène Ségara, et la jeune Julie Zenatti, âgée de 18 ans seulement.

## Quelles possibilités pédagogiques?

Même s'il est impossible d'assister à une représentation, nous disposons en *Notre-Dame de Paris* d'un outil pédagogique très intéressant. Le CD,<sup>1</sup> que l'on peut commander directement par internet, et le site internet officiel sont facilement exploitables et accessibles. Les chansons sont à la portée de nos élèves. Certaines chansons, de part leur contenu et leur niveau de langue, peuvent être étudiées par

les plus jeunes et dans les collèges et lycées. Les possibilités d'exploitation pédagogique du CD et de tout matériel multimédia y étant lié sont nombreuses et diverses. L'on peut explorer le site internet officiellement consacré à *Notre-Dame de Paris* à la maison ou en petits groupes, les grands axes étant toujours clairement ordonnés, et les photos donnant une idée plus précise du spectacle. D'une manière générale, en se servant du site ou des chansons, un enseignant peut facilement exploiter l'intrigue et les interviews des artistes. L'on peut également demander aux élèves d'effectuer la comparaison des lancements des *Misérables*, de *Starmania*, et de *Notre-Dame de Paris*. Les élèves peuvent faire l'étude de la réception des spectacles musicaux en France et au Canada. Enfin, ils peuvent examiner le succès de *Starmania*, et le comparer à celui de *Notre-Dame de Paris*.

Dans un registre plus traditionnel, mais tout aussi captivant, l'enseignant peut explorer quelques grands thèmes littéraires de *Notre-Dame de Paris* en prenant le spectacle musical comme point de départ à l'étude du texte de Victor Hugo. On peut ainsi faire l'étude d'un ou de plusieurs passages du chapitre «Survivance de Paris», ou examiner les dernières pages relatant l'exécution d'Esméralda, ou bien encore les derniers paragraphes de l'ouvrage, sur la mort de Quasimodo et sur son éternel amour. Une autre approche serait de faire étudier l'opéra qu'Hugo avait lui-même écrit en 1835 à partir de l'intrigue de son roman sorti en 1831.

La musique, elle aussi est exploitable. De courts extraits sont disponibles en fichiers *Real Audio* sur internet à l'adresse du site officiel de *Notre-Dame de Paris* [<http://www.ndpofficiel.com/>]. *Starmania*, d'ailleurs, serait plus sûr de séduire les élèves épris de rock, des Rolling Stones, de David Bowie et d'autres vedettes célèbres. Pourtant, la musique de *Notre-Dame de Paris*, avec de longues mélodies classiques de tradition toute française, doit plaire et rappeler les grands airs des *Misérables*. Les élèves de *junior high school* préféreront les chanter alors que les élèves des lycées, plus âgés, préféreront des styles musicaux plus alternatifs. Rappelons cependant à tous nos élèves le succès immense de ces «tubes»<sup>2</sup> qui passent quotidiennement à la radio en France et au Québec et que les Français et les Québécois se laissent séduire par les paroles de beaux textes qui appartiennent à toute une longue tradition de chansons engagées à laquelle se rattache le succès de *Notre-Dame de Paris*.

Le CD et le spectacle dans toutes leurs dimensions sont d'une grande richesse, et ils offrent un excellent outil pédagogique.

## L'universalité de *Notre-Dame de Paris*

L'histoire de Quasimodo et d'Esméralda reste inscrite dans l'inconscient collectif occidental. Même si tout le monde n'a pas lu le roman de Hugo, qui ne connaît pas cette histoire passionnelle? Qui n'a pas vu l'un des films ou le dessin animé? Nos élèves et nos étudiants en connaissent pratiquement tous l'intrigue. Ils sont en terrain familier, et donc appréhendent moins d'en déchiffrer les paroles. Cette familiarité est un avantage considérable qui facilite la participation en classe.

De plus, *Notre-Dame de Paris*, roman aussi bien que spectacle, présentent de grands thèmes universels qui se prêtent aisément à un débat: les conflits et les passions humaines (bien/mal; beauté/laideur; charnel/spirituel); l'amour et la passion; l'injustice; les autorités contre les rebelles, et finalement l'angoisse devant l'inconnu, la naissance d'un monde nouveau. Ce dernier aspect est d'ailleurs essentiel et se trouve d'actualité.

L'année où se déroule le roman, 1482, représente une époque charnière: la fin du moyen-âge, du quinzième siècle. Elle est inquiète devant l'ordre nouveau qui s'annonce. Le Paris de 1482 de Hugo et celui du spectacle actuel dramatisent le bouleversement d'une ère nouvelle, celle de la Renaissance. Aujourd'hui, les Parisiens et le monde entier entrent dans un nouveau millénaire. Le débat en classe peut donc aussi se porter sur les défis, les peurs et les joies collectives que nous apportent la fin de notre millénaire et l'avènement du 21<sup>ème</sup> siècle.

## Paris et son histoire

On se souvient des longues digressions de Victor Hugo, des descriptions de son Paris du quinzième siècle grouillant, vivant, presque bouillonnant et de la personification de Notre-Dame de Paris qui domine la ville de son immensité. Le spectacle et le CD peuvent nous aider à restituer cette dimension et servir de point de départ à la fascinante exploration de l'histoire de la ville de Paris. Si le temps imparti est limité, l'enseignant peut circonscrire le voyage dans le passé à l'histoire de l'Île de la Cité, elle-même très riche. Sans trop s'étendre, l'enseignant et les élèves peuvent explorer l'histoire au fil des années et des siècles. Ils peuvent étudier la dimension historique, artistique et culturelle des sujets, des personnages, et

des monuments suivants: l'île de la Cité; la cathédrale Notre-Dame de Paris; La Sainte-Chapelle; Saint Louis; l'architecture romane comparée à l'architecture gothique; le Palais de la Cité—Palais de Justice actuel—et la Conciergerie; l'Hôtel Dieu; la rive gauche et la rive droite; Philippe Auguste et son enceinte; le Pont Neuf; le Marais; l'île Saint-Louis; le Musée Cluny (thermes et Hôtel de Cluny); la Sorbonne.

Le premier titre du CD, la chanson «Le Temps des cathédrales» constitue le point de départ idéal pour l'exploration historique du Paris médiéval. Cette chanson plaît aux étudiants qui en retiennent facilement la mélodie. La discussion, les exposés des étudiants ou le travail en groupe doivent ici se porter sur la construction des cathédrales et sur leur signification, sur la littérature courtoise et les troubadours, puisque le texte y fait allusion, sur les prophéties de Nostradamus, mentionnées dans la dernière strophe de la chanson et qui nous ramènent à notre siècle, Nostradamus ayant prophétisé la fin du monde en l'an 2000. Enfin, la chanson nous oblige à nous pencher sur Paris et l'histoire de la Cour des Miracles. Sur ce dernier point, le titre «La Cour des miracles» mérite aussi d'être étudié parce qu'il examine le thème de l'exclusion. Ce texte est chanté par Clopin, le chef de la Cour des Miracles où vivent les maudits et les exclus. Le niveau de langue est cependant un peu difficile. La chanson serait peut-être plus appropriée aux élèves plus âgés ou plus avancés.

#### La Renaissance

La chanson intitulée «Florence» se prête bien à l'évocation de la fin du moyen-âge et présente la Renaissance en France et en Europe. Les événements majeurs y sont mentionnés et devraient ici servir de points de départ à une discussion et à une exploration approfondies de la période. Le débat peut aisément s'articuler autour des sujets suivants: la chute de Constantinople; la Renaissance italienne (évoquée dans la chanson avec Lazzari Bramante, l'architecte de la basilique Saint Pierre de Rome, et Dante Alighieri, avec sa *Divine Comédie*, ce qui peut étendre le débat au culte des Anciens); la Renaissance italienne liée à la Renaissance française (châteaux de la Loire, architecture, artistes, poètes et écrivains, etc); Christophe Colomb et la découverte du Nouveau Monde;

parallèlement au Nouveau Monde, on peut aussi aborder la découverte et l'exploration du Saint Laurent par le Français Jacques Cartier, bien qu'elles ne soient pas mentionnées dans la chanson; Gutenberg, l'imprimerie et le triomphe de l'écrit; le géocentrisme faisant place à l'héliocentrisme, Copernic et plus tard Galilée; La Réforme, le rôle de Luther, l'affichage des 95 thèses de Wittemberg; le protestantisme en France, le sort des Huguenots, la guerre civile dans la France du 16<sup>ème</sup> siècle, le massacre de la Saint Barthélemy, l'édit de Nantes, sa révocation en 1685, les persécutions des Huguenots—«un monde qui se scinde», pour reprendre le texte de la chanson.

#### Littérature

Le spectacle musical peut également servir de point de départ intéressant à un

France aujourd'hui. Elle rappelle le problème des exclus de ces dernières années ainsi que le sort des immigrés sans papiers, ou illégaux. En classe, elle sert parfaitement à amorcer une discussion ou une exploration sur l'immigration dans la France contemporaine. Luc Plamondon a choisi de replacer les maudits et rebelles de la Cour des Miracles dans un contexte contemporain tout en respectant le contexte historique du roman. De cette manière, l'auteur des textes du spectacle s'engage et oblige le spectateur à s'engager. Celui-ci est contraint à réfléchir à des dilemmes politiques et moraux. Cette chanson nous permet de présenter l'un des grands sujets sur lesquels un grand nombre de Français sont opposés. La société française se trouve divisée sur le problème de l'immigration et du séjour des immigrés.

L'image de la France qui ressort de l'examen des positions sur ces sujets est bien éloignée de celle d'un bloc homogène.

Le combat des sans-papiers a commencé le 18 mars 1996 lorsque 300 Africains sans titre de séjour et menacés d'être déportés occupèrent l'église Saint-Ambroise de Paris. Ils espéraient ainsi voir l'administration française réexaminer leurs dossiers d'immigration et régulariser leur situation. Expulsés par la police, les sans-papiers et leurs amis, sympathisants solidaires, qui avaient commencé une grève de faim, se réfugièrent ensuite le 28 juin 1996 dans l'église Saint-Bernard, toujours à Paris. Ils l'occupèrent et la

police la fit à nouveau évacuer le 23 août 1996. Une grande campagne de soutien aux sans-papiers, notamment de la part de la gauche, un vif débat sur l'immigration, un durcissement répressif et une modification des lois d'immigration (la Loi Debré en décembre 1996) suivirent. Puis, après le changement de majorité parlementaire et de nombreuses manifestations, vint une opération de régularisation des sans-papiers amorcée en juin 1997. Depuis juin 1997 143.000 clandestins ont déposé un dossier de régularisation, mais l'on estime le nombre de clandestins bien supérieurs au chiffre officiel donné.

La discussion en classe devrait tout d'abord s'articuler sur le sort des sans-papiers. On répondra à la question: pourquoi se sont-ils eux-mêmes nommés



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«sans-papiers», et pourquoi ont-ils refusé de se faire appeler «illégaux»? On évoquera les lois d'immigration, depuis la première loi Pasqua en 1986. On expliquera leur ébauche, leur signification, les événements de 1996-1997 (voir ci-dessus). Ensuite, on examinera la réaction de la population et des partis politiques (notamment celle le Front National). Enfin, la discussion peut tout naturellement s'étendre au sort des immigrés en France aujourd'hui. Il faudra décrire l'existence des jeunes Français (beurs ou blacks, notamment) nés de parents immigrés. Il faudra aussi évoquer les problèmes de chômage, de drogue et de violence dans les cités, dans les grands ensembles, etc.

En prenant «les sans-papiers» comme point de départ, l'enseignant peut également faire étudier plusieurs chansons sur le thème de l'immigration et s'en servir pour diriger la discussion. Je retiendrai, à titre d'exemple non exhaustif bien entendu, les chansons suivantes: «C'est déjà ça.» de l'album du même titre d'Alain Souchon (1993); «Dis-moi,» une très belle et intéressante chanson (Raï, 1997) de Faudel, de l'album «Baïda»; et plus difficiles du point de vue de la langue et des repères culturels: «Quartier Nord» de MC Solaar, dans l'album «Qui sème le vent récolte le tempo» (rap, 1991); «Un jour en France» de l'album «666.677 Club» de Noir Désir (punk, 1996); «Le futur que nous réserve-t-il?» de l'album du même titre, par Assassin (rap). Les étudiants pourront consulter à profit l'article «Street Culture» (en anglais) consacré aux banlieues multi-ethniques en France, et la couverture du *Newsweek* du 26 février 1996.

Quant à la documentation sur l'immigration, on trouvera dans *L'État de la France 1997-1998*<sup>3</sup> la chronologie essentielle des événements de 1996 et 1997. Cet ouvrage présente aussi des articles détaillés sur le racisme, les principes et pratiques de l'assimilation républicaine, la malaise des banlieues, la précarité de la situation des immigrés et des sans-papiers. Surfer l'internet en se servant de moteurs de recherche pour glaner des renseignements sur les sans-papiers peut s'avérer fastidieux et difficile. En effet, le matériel posté est de nature trop diverse, extensive, et date de moments très précis dans la chronologie des événements. Il vaut mieux recommander le site internet du quotidien *Le Monde* [http://www.lemonde.fr]. L'édition électronique du *Monde* est d'une richesse extrême et bien circonscrite. Sur le sujet des sans-papiers, les faits et aboutissements, et sur le thème de l'immigration, on consultera à profit le dossier du *Monde* intitulé «La France des

sans-papiers» [http://www.lemonde.fr/doss/0,2324,2542-1-QUO-2079,00.html].

### Les tziganes

Deux chansons du spectacle, «Bohémienne» et l'«Ave Maria païen», toutes deux chantées par Esmeralda, peuvent aussi lancer une discussion ou faire l'objet d'un exposé par des étudiants sur la condition des Tziganes ou «Gens du voyage» en France aujourd'hui. Elles peuvent être reliées à plusieurs épisodes d'expulsion de communautés itinérantes, pratiquées par de petites villes ces derniers étés, aussi à l'examen des stéréotypes en France. On peut également étudier le traditionnel pèlerinage des Tziganes aux Saintes Maries-de-la-Mer chaque année au mois de mai.

### Les sites internet consacrés au spectacle Notre-Dame de Paris

Il n'existe désormais plus qu'un site consacré au spectacle musical, le site officiel de *Notre-Dame de Paris*, encore relativement neuf [http://www.ndpofficial.com/]. Ce site est encore en construction, mais il y a mérite à le visiter et à l'exploiter de manière pédagogique. On y trouve entre autres des extraits de chansons, en *Real Audio*. Pour des raisons de respects des droits et *copyrights* musicaux, tous les sites non-officiels consacrés à *Notre-Dame de Paris* ont disparu. Cela est d'autant plus regrettable que ces sites étaient superbes et très riches, pour la plupart d'entre eux. Pour un survol de l'aventure que représente le spectacle *Notre-Dame de Paris*, voir l'article du *Devoir*, «Plamondon au pinacle», [http://www.ledevoir.com/pop/1998a/

plam190998.html].

### Conclusion

Le spectacle musical *Notre-Dame de Paris* peut être utilisé en classe à des niveaux variés et avec des étudiants de tout âge, tant les dimensions et possibilités pédagogiques que l'on peut en tirer sont riches. Les étudiants apprécieront l'étude d'un ensemble musical incorporant de vastes sujets de discussion et de réflexion. Ils apprécieront un effort de travail sur un spectacle élaboré autour d'une histoire d'amour et de passion qu'ils connaissent et qu'ils aiment. Avec *Notre-Dame de Paris*, le spectacle et la musique sont encore et toujours au service de la pédagogie!<sup>4</sup>

Catherine Daniélou

University of Alabama at Birmingham

### Notes

<sup>1</sup>Luc Plamondon (paroles) and Richard Cocciante (musique), *Notre-Dame de Paris*, ©Pomme Music, Distribution Sony Music France, 1997. (3 436949 523428)

<sup>2</sup>«Tubes», argot pour chanson «hit».

<sup>3</sup>*L'État de la France 1997-98* (Paris: La Découverte, 1998).

<sup>4</sup>J'aimerais remercier Anne Barton, professeur de français à *The Altamont School* (Birmingham, AL) de m'avoir donné l'opportunité de présenter et de «tester» *Notre-Dame de Paris* dans ses classes pendant quelques jours. Merci aussi à ses élèves pour leur attention, participation, et questions qui m'ont aidée à écrire cet article et confortée sur la dimension pédagogique que présente ce spectacle musical.

## 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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# PROMOTION IN MOTION

## PROMOTING FRENCH THROUGH MUSIC

When your band or orchestra or chorus takes a field trip, where do they go? New York City? Washington? Orlando? Why not meet with your musical director and plan a trip to France? Sound complicated? Not anymore! Most educational travel companies who regularly schedule student trips to Europe now have performing arts departments and will gladly prepare a specialized itinerary for your musical group. You give them the dates and your budget requirements, and they handle the rest, scouting out locales for your group to perform, transporting instruments, and advertising concerts. Obviously, the trip will be more oriented toward music than language proficiency, but you will find that both students (most of whom are not studying French) and parents (who have come along to videotape little Suzie playing the violin at a 16<sup>th</sup>-century *château*) are very receptive to the language and the culture and are very impressed with your linguistic skills as an informal guide/translator. Add to this a custom-designed Web site for the trip with daily pictures and commentary, and you'll have the whole community logging on to virtually travel to France with you. You can't get much better PR for French than that!

Our middle- and high-school orchestra in Wilmington, MA, "Strings Attached," trav-

eled to England in 1996 and Italy in 1998. When "France 2000" was announced over a year ago, I immediately signed on. In our group, there were 80 students, parents, and grandparents and 10 chaperones (teachers and administrators). The first day and a half in Paris consisted of typical tourist sight-seeing, but by the second afternoon, the focus shifted to music. We boarded a private riverboat "La Belle Louisiane," and spent the afternoon cruising the Seine while the students practiced their program for their two upcoming concerts. The next day, the group left for a weekend in the Loire Valley. Our first performance took place in a magnificent salon in the Château de Blois. Since the concert had been publicized and was free, quite a few locals attended. The students played brilliantly and were very proud. The parents and grandparents filmed from every angle of the room and gave a standing ovation at the end, much to the surprise of the French who are not accustomed to such demonstrations!

Back in Paris, the *pièce de résistance* was a concert at the posh Hôtel du Louvre performed for the mayor of the 2<sup>nd</sup> district. The concert opened with the singing of "La Marseillaise." Later, *Madame le Maire* remarked how pleased she was that American students knew the words to the

French national anthem when she was certain that many students from her own district did not. During the concert, gifts were presented to the mayor, including letters from Senators Kennedy and Kerry, Boston's Mayor Menino, and local state representatives. Again, the concert was superb, and flash bulbs popped from start to finish. Afterward, the mayor led the group on a walking tour through the gardens of the Palais Royal to the *Mairie du 2<sup>e</sup> Arrondissement* where we were treated to champagne and *jus d'orange*, followed by the traditional ceremonial speeches. By this time, everyone had at least mastered "bonjour," "s'il vous plaît," and "merci!"

During our seven-day stay in France, we had over 1,800 hits on our Web site which we kept active until the close of school. The result: more middle school students chose French than in previous years, and high school students taking other languages signed up for beginning French courses in the fall so that they could participate in our Exchange Program to Reims in February 2001 and return to "La Belle France!" For more information and contacts, e-mail Joyce at [MmeJoyce@aol.com].

Joyce Beckwith  
Wilmington High School, MA

## ORDER FORM FOR NATIONAL FRENCH WEEK PROMOTIONAL ITEMS HURRY! ORDER NOW FOR NOVEMBER!

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

	Quantity	Total
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)	_____	_____
<b>Invitations:</b> 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]	_____	_____
<b>T-shirts</b> (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 items are available on the National French Week Web site: [<http://aatf.utsa.edu/>].

**CALL FOR PRESENTATIONS 2001**  
**74<sup>th</sup> Annual Meeting – American Association of Teachers of French**  
**July 5-8, 2001, Denver, Colorado**  
*"Francophonie: le monde à votre portée"*

- This completed application must be postmarked by **December 15, 2000**.
- You will be notified by February 15, 2001 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interaction is strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs. Fill out the form completely.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form. Preference will be given to proposals submitted by AATF members. Presenters must be AATF members to participate in the convention.
- Send *five* copies (Do not fax or e-mail) to **Dr. Jean-Pierre Piriou, Dept. of Romance Languages, University of Georgia, Athens, GA 30606**. Inquiries only: FAX: 706-542-3287; E-MAIL: [jppiriou@uga.edu]

PLEASE TYPE ALL INFORMATION.

Name: \_\_\_\_\_ Co-Presenter(s): \_\_\_\_\_

School Affiliation (to appear in program): \_\_\_\_\_

Addresses (indicate preferred mailing address):

\_\_\_\_ Work: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_ Home: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

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

Title of Presentation: \_\_\_\_\_

Anticipated Audience:

\_\_\_\_ FLES\* \_\_\_\_ Middle School \_\_\_\_ High School \_\_\_\_ University \_\_\_\_ All

Length of Presentation: \_\_\_\_ 30 min. \_\_\_\_ 75 min. \_\_\_\_ 3 hrs. \_\_\_\_ Other \_\_\_\_\_

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

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

On a separate page, please submit the following information, written in the language which will be used for the presentation; use the language in which you can communicate most effectively.

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

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

# 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!** *French FLES\* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
2. *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
3. *Attracting French FLES\* Students*. Gladys Lipton, Editor, 1996. \$9.00.
4. *Reaching All FLES\* Students*. Gladys Lipton, Editor, 1995. \$9.00
5. *FLES\* Methodology I*. Gladys Lipton, Editor, 1994. \$9.00.
6. *Expanding FLES\* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
7. *Evaluating FLES\* Programs*. Gladys Lipton, Editor, 1992. \$9.00.
8. *Implementing FLES\* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
9. *Innovations in FLES\* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
10. *The People Factor in FLES\* Programs*. Gladys Lipton, Editor. 1989. \$8.00.
11. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. 1988. \$7.50.

**NEW!** Any 5 FLES\* Reports for \$40. Complete set of 11 Reports for \$80.

## 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 1998*. \$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...;* \$10.00/hundred for postage & handling (while supplies last).

*Speaking French: an investment in the future*; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Why French FLES\*?* \$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 Éric 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) (while supplies last).

## 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.

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!** *Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. \$7.50 for the first copy; \$2.50 each additional copy.

## 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 12/31/00. See page 36 to order National French Week Promotional materials.

# MOTS CHASSÉS:

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Exercices sur l'article "La Vie des mots" paru dans la *French Review* de décembre 1999, Vol. 73, No. 2.

I. Mettre une préposition là où il le faut (Attention aux articles).

1. Fais gaffe \_\_\_\_\_ la circulation sur cette route dangereuse.
2. Il se fout \_\_\_\_\_ ma gueule.
3. On en a marre \_\_\_\_\_ tes imbécilités.
4. Le voyou m'a rancardé \_\_\_\_\_ cette affaire.
5. Je file \_\_\_\_\_ le boulot, je suis en retard.
6. Tu n'as rien compris, tu es à côté \_\_\_\_\_ la plaque.
7. Pierre a fait des bêtises; sa mère est en rogne \_\_\_\_\_ lui.
8. Le patron a viré \_\_\_\_\_ trois employés.
9. Bien fait! Tu l'as \_\_\_\_\_ le baba.
10. Quel culot! Tu ne manques pas \_\_\_\_\_ air.

II. Mettre en argot les mots soulignés.

1. Où étais-tu hier? "Ça ne te regarde pas."
2. Les accidentés ont été envoyés à l'hôpital.
3. Il s'est fait tuer par un malfrat.
4. À la braderie, les mères de famille essaient de trouver des vêtements bon marché.
5. Ce type est le pire des menteurs.
6. À dire vrai, cela m'est égal.
7. Dépêche-toi, le bus va passer.
8. Le dîner n'était pas encore servi et je commençais à mourir de faim.
9. "T'as compris?"
10. Arrête de me parler de ta vie privée; je n'en ai rien à faire.
11. Les agents de police ont obtenu des renseignements d'un journaliste.
12. "Garçon, servez-nous les mêmes boissons."
13. Il ne comprend jamais rien.
14. Il est encore tombé en panne avec sa vieille voiture.
15. Quand l'employé est arrivé au bureau, il avait une demi-heure de retard.

III. Compléter avec *ce qui* ou *ce que* ou *ce dont*.

1. Il s'est fait coffrer par la police, \_\_\_\_\_ a désespéré sa mère.
2. On m'a traité de patate dans la rue, \_\_\_\_\_ je me moque éperdument.
3. \_\_\_\_\_ j'ai entendu, c'était des histoires de came.
4. Son désir de pognon à tout prix est \_\_\_\_\_ l'a perdu.
5. Le voleur a essayé de fourguer une statue volée à l'antiquaire, \_\_\_\_\_ explique qu'il s'est fait rapidement piquer par les flics.

Le corrigé de ces exercices se trouve à la page 42.

Colette Dio  
Nancy, France

# FRAMEWORK FOR THE 2002 FOREIGN LANGUAGE NATIONAL ASSESSMENT OF EDUCATION PROGRESS

The National Assessment Governing Board (NAGB) has targeted the year 2003 for the first National Assessment of Educational Progress in foreign language (FL NAEP). In May 1999, NAGB awarded a contract to the Center for Applied Linguistics (CAL) to conduct a national consensus-building project. CAL worked in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL) and the American Institutes for Research (AIR) to develop recommendations for the Governing Board on the framework and specifications for the FL NAEP.

## What is Proposed for the FL NAEP?

Focusing on the characteristics of foreign language education in the U.S. today, consensus-building committees propose a two-stage procedure for the FL NAEP. In the first stage, a language survey and background questionnaire will be administered to a representative national sample of 12<sup>th</sup> grade students to collect data on demographics, experiences with foreign language learning both in school and beyond, attitudes toward language study, and self reporting of language abilities. This sample will include both students who have studied a foreign language in school and those who have not. In the second stage, the Spanish NAEP will be administered to nationally representative samples of 12<sup>th</sup> grade students, drawn from students in the first sample, who have learned Spanish in a variety of ways and for different lengths of time. The NAEP report will examine the achievement of students exposed to various lengths of Spanish language study to show the connection between length of study and achievement. This issue is critical for foreign language education today, as determined by the consensus-building committees and through a national review of the draft framework.

## What Will Be Assessed?

The NAEP is based on the consensus-building committees' proposed general framework for assessing communicative ability in languages other than English. In this framework, listening, speaking, reading, and writing skills are assessed within three modes of communication: the interpersonal mode, which involves two-way, interactive communication; the interpretive mode, which relates to the understanding of spoken or written language; and the presentational mode, which involves creating spoken or written communication.

The framework states that communicative ability will be assessed through authentic communication tasks that are called for in daily life, school, and work. Assessment tasks will reflect four interrelated goals that provide the basis for communication. These goals include the following:

- gaining knowledge of other cultures;
- connecting with other academic subject areas to acquire knowledge;
- developing insights into the nature of language and culture through comparisons; and
- participating in multilingual communities at home and around the world.

## How Will Student Performances be Evaluated?

Performances will be evaluated on how well the student understands (comprehension) and can be understood (comprehensibility). The criterion of comprehension/comprehensibility subsumes language knowledge, the appropriate use of communication strategies, and the application of cultural knowledge.

The consensus-building committees recommend that the NAEP focus on assessing four of the six assessment areas in the general FL NAEP framework. The Spanish assessment will require demonstration of the following:

- listening and speaking in the interpersonal mode,
- listening in the interpretive mode,
- reading in the interpretive mode, and
- writing in the presentational mode.

The two assessment areas not assessed by the Spanish NAEP, due to practical considerations of time and expense, are reading and writing in the interpersonal mode and speaking in the presentational mode. The four assessment areas chosen are those most used in real-world communication by secondary school students. Each assessment area has different formats and specifications. The interpretive mode (both listening and reading) will be assessed using multiple-choice and short constructed-response-type exercises; the presentational mode through short and extended constructed-response-type exercises, and the interpersonal mode through a one-on-one conversation format. Although specifications vary across assessment areas, they are all based on and tied together by the framework. Each of the four assessment areas has its own preliminary achievement level descriptions.

## How Will Background Data Be Collected?

Whereas the student background variables will be collected through the language survey and background questionnaire, other questionnaires will collect data on teachers, instructional practices, schools, and communities.

## Will There be Other Related Scale Studies?

The consensus-building committees have also proposed three small scale studies, placing highest priority on the assessment of foreign language achievement in a language other than Spanish and at a level other than secondary; namely, an assessment of the achievement of 4<sup>th</sup> grade learners of Japanese. Such a study will provide policy makers with information on the early stages of achievement of students in elementary school who begin the study of a foreign language that shares few similarities with English.

## Has the Foreign Language NAEP Been Approved?

The National Assessment Governing Board approved the NAEP 2003 foreign language framework and specifications on May 13, 2000.

## What Are The Next Steps?

Between 2000 and 2002, the National Center for Educational Statistics will release the request for proposals and hire a contractor for item development and field testing. The NAEP foreign language assessment will be administered in 2003.

**Note:** AATF members involved in the development of the FL NAEP framework included Executive Director Jayne Abrate (IL), Pat Barr-Harrison (MD), Donna Clementi (WI), William Fleig (IL), Myriam Met (MD), Jane Shuffleton (NY), and Martin Smith (NJ).

## BIENVENUE À PHILADELPHIE

Réservez la date pour ...

**Le Congrès Régional**  
(Région IV de l'AATF)

**le 5-6 octobre 2001**  
à l'Hôtel Sofitel  
(dans le Quartier Français)

Contactez: Diana Regan  
Représentante de la Région IV  
E-mail: [dregan10@hotmail.com]

# THE INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)

[<http://www.iste.org>]

ISTE is the largest teacher-based, nonprofit organization in the field of educational technology. Its mission is to help K-12 classroom teachers and administrators share effective methods for enhancing student learning through the new classroom technologies. ISTE seeks to promote the use of information technology to support and improve learning, teaching, and administration in K-12 education. It also provides an interactive forum for national and international dialogue concerning the appropriate use of technology in education.

A key initiative of ISTE is the National Educational Technology Standards Project (NETS). The ISTE NETS Project goal is to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support PK-12 education. The four major objectives of the NETS Project are to identify:

- Technology Foundation Standards for Students
- Standards for Using Technology in Learning and Teaching
- Educational Technology Support Standards
- Standards for Student and Teacher Assessment and Evaluation of Technology Use

## UPDATE

- The first two major objectives have been completed with the publication of:  
*The National Educational Technology Standards for Students*, and  
*The National Educational Technology Standards for Students-Connecting Curriculum and Technology*.
- ACTFL is an official partner of the NETS project and contributor for the NETS document, *Connecting Curriculum and Technology*.
- In July 2000 the newly revised document, *National Educational Technology Standards for Teachers* will be released.
- The National Educational Technology Foundation *Standards for Teachers: Performance Assessments and Curriculum Resources* will be developed late summer 2000.

## The ISTE / NCATE Connection

The National Council for Accreditation of Teacher Education (NCATE) is the official body for accrediting teacher preparation programs while ISTE is the professional organization responsible for recommending guidelines to NCATE for programs in

educational computing and technology preparation.

ISTE's Accreditation and Standards Committee has established and regularly updates guidelines for evaluating university educational computing and technology programs in the United States, which NCATE has adopted for use in accreditation.

NCATE released a report on technology that should drive change in NCATE's accreditation standards and raise the bar for teacher candidate and faculty use of technology in schools of education. The report, *Technology and the New Professional Teacher: Preparing for the 21<sup>st</sup> Century Classroom*, is the culmination of a year of deliberations by an NCATE Task Force on Technology and Teacher Education. The report makes recommendations about the integration of technology into teacher preparation programs and elaborates on the technology skills and knowledge the new professional teacher needs to acquire during pre-service preparation.

ISTE has established the National Center for Preparing Tomorrow's Teachers to Use Technology (NCPT3), which will provide coordination, leadership, and support for the PT3 initiative and dissemination of program results.

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## AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French, primarily at the college/university level. Although the labor involved in coordinating a job list for K-12 positions prevents us from maintaining such a list, we do occasionally get calls from schools looking for K-12 teachers.

We also offer a dossier service. The dossier service is available to teachers at all levels who want a secure place to maintain their complete placement file and personalized service.

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$3 charge for members living outside the U.S. AATF membership is required. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [rosalba@siu.edu].

## SOME SUGGESTIONS FOR NATIONAL FRENCH WEEK

1. Proclamation by town Mayor
2. Supermarket chains will sometimes print on their bags **National French Week** and a message if you give them six weeks notice. Customer Service can refer you to the right person to make this request.
3. If you have exchange students from France or French-speaking countries in your school or at neighboring colleges, they would be great resources to make a presentation before groups of students during the week.
4. Send announcements to your local TV station.
5. Contact your music and art departments regarding special efforts for National French Week.
6. See if local museums or the local library might have a special display or exhibit.
7. Have a chocolate mousse contest with a prize for the best-tasting production.
8. Have a "Who am I? parade" with participants in costume representing great figures in French culture through the ages.
9. Develop a French newspaper with a special issue in celebration of National French Week.
10. Write to the French Ambassador and local area French consulates for a special message on National French Week.

Robert J. Ludwig  
Region III Representative

## What's New in the French Review?

Vol. 74, No. 1 (Oct. 2000)

Among the exciting articles in this issue, you will find:

- "Emerging Technologies, Re-emerging Techniques" (Carolyn Gascoigne Lally)
- "Croyances populaires haïtiennes dans *Hadriana dans tous mes rêves* de René Depestre" (Jean-Marie Salien)
- "A French Lesson for the Multimedia Classroom" (Edwina Spodark)
- textbook, technology, literature, and critical reviews and much more.

And don't forget "La Vie des Mots."

## JNCL-NCLIS 2000 EXECUTIVE SUMMARY

- Cooperated with the Department of Education to make information and applications for \$2,000,000 in new Foreign Language Assistance Program funds easily and readily accessible to the field.
- Specifically, worked with the Administration to increase the President's budget request for FLAP by \$6,000,000. Supported increases in other programs that support foreign languages, exchanges, international studies, bilingual education and ESL.
- Worked with the Secretary of Education's office to assist in making foreign language education a priority within the department, in reauthorization of ESEA, in a major national address, and in increasing public awareness.
- Attended a number of meetings with the new Assistant Secretary of Postsecondary Education specifically addressing how languages and international education can be strengthened in higher education.
- Provided input and information to the Departments of Education and State for the creation of Executive Memorandum from the President declaring international education a priority within the federal government.
- Assisted in facilitating a House appropriations proposal to increase funding for the National Security Education Program by several million dollars to improve postsecondary language study.
- Monitored and worked to preserve small programs such as FLAP and NCBE in the very partisan Senate Education Committee's version of reauthorization.
- Monitored and unsuccessfully attempted to preserve FLAP and NCBE in the House's intensely partisan, four-bill reauthorization efforts.
- Developed and sent numerous alerts, e-mails, press releases, information packets, and kept the Web site updated on the reauthorization of elementary and secondary education.
- Helped revive the House/Senate International Education Study Group and facilitated their first briefing in a number of years on the federal government's language needs. Continuing to work with them on a possible GAO study.
- Worked with other groups such as the Alliance for International Education and Cultural Exchange, the Coalition on International Education, NAFSA,

the National Foreign Language Center, and the National Humanities Alliance in areas of mutual concern.

- Attended members' meetings and did presentations, panels, briefings, and workshops at the following: PSMLA, ACTFL, AATG, NELL, NFMLTA, NCSSFL, AATF, NADSFL, NASILP, MLA, SCOLT, GURT, and NECTFL.
- Administratively prepared a Board Meeting, Legislative Day, and Delegate Assembly. Purchased new computers. Continue to upgrade and refine our Web site.

### AATF-SPONSORED SESSIONS AT ACTFL

The AATF will sponsor six sessions at the upcoming ACTFL convention, November 16-19, 2000, in Boston.

"Assessing the Standards: Assessment Items for Interpretive Communication," Robert Lafayette (LA) and Nancy Gadbois (MA), Co-Chairs of the AATF National Commission on Student Standards;

"The *French Review* and You!" Christopher Pinet (MT), Editor in Chief of the *French Review*;

"Promoting French in the New Millennium: New Projects of the AATF," Gladys Lipton (MD), President; Jayne Abrate (IL), Executive Director, and Jean-Pierre Piriou (GA), President-Elect;

"National French Week: *Un Succès Fou!*" Joyce Beckwith (MA), Mary Jo Netherton (KY); Diana Regan (PA), AATF Regional Representatives;

"Teaching French and New Technologies: TV, Video, the Web, and You," Townsend Bowling (TX), Chair of the AATF Commission on Telematics and New Technologies, and Michèle Magnin (CA);

"Teaching French Culture with Commercials," Jayne Abrate (IL), Executive Director.

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

## CORRIGÉ DES EXERCICES

Corrigé des exercices sur l'article de la *French Review* de décembre 1999, Vol. 73, No. 2. Les exercices se trouvent à la page 39.

- Les prépositions sont les suivantes:
  - à; 2. de; 3. de; 4. sur; 5. au; 6. de; 7. après; 8. pas de préposition; 9. dans; 10. d'
- Les expressions et mots argotiques sont les suivants:
  - C'est pas tes oignons
  - l'hosto
  - descendre *ou* flinguer
  - dégoter
  - ment comme un arracheur de dents
  - je m'en balance
  - Grouille-toi
  - à me la sauter
  - Tu piges?
  - je n'en ai rien à foutre *ou* je m'en balance
  - Les flics *ou* les poulets ont été rancardés par ...
  - vous nous remettez ça
  - Il est toujours à côté de la plaque
  - sa chignole *ou* son tas de ferraille
  - s'est pointé
- Relatifs doubles:
  - ce qui; 2. ce dont; 3. Ce que; 4. ce qui; 5. ce qui

### YOUR VOTE COUNTS

Don't forget to vote! Ballots for this fall's elections will be enclosed with your dues renewal invoice which is being mailed as this issue goes to press. This year you will elect Regional Representatives for Regions 1 (Greater New York), III (New York State), and V (South Atlantic) for the 2001-2003 term and a Vice-President for the 2001-2003 term. Ballots must be returned to National Headquarters by **November 1, 2000**. Your dues payment and invoice for the year 2001 should also be returned by that date in order for you to continue receiving your publications without interruption.

### Surf the Web

Visit the AATF Web site at [http://aatf.utsa.edu/]

All the latest information on:

- National French Week
- Denver Convention
- *French Review*
- National French Contest
- *Société Honoraire*
- Other AATF Services

# CALENDAR OF EVENTS

**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 VIRGINIA**, October 27-28, 2000, Holiday Inn Select Koger South, Richmond, VA. Information: Norah L. Jones, President, Rustburg High School, P.O. Box 39, Rustburg, VA 24588; Telephone: (804) 332-5171 or (804) 283-5646; Fax: (804) 332-1187; E-mail: [nljones@lynchburg.net].

**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].

**SECOND LANGUAGE ASSOCIATION with ARKANSAS EDUCATION ASSOCIATION**, November 3, 2000, Little Rock, AR. Information: Jane Ann Bilon, Sherwood Elementary School, 307 Verona Avenue, Sherwood, AR 72120; Fax: (501) 833-1155.

**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 FRENCH WEEK**, November 4-10, 2000 in your community. Information: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu/].

**MISSISSIPPI FOREIGN LANGUAGE ASSOCIATION**, November 11-12, 2000, Louisville, MS. Information: Brenda Batey, Executive Secretary, MFLA, Gulf Coast Community College, Box 548, Perkinston, MS 39573; Telephone: (601) 928-6295 (w) or (228) 864-8372 (h); Fax: (601) 928-6299; E-mail: [batey\_brenda/mgccc@mgccc.cc.ms.us].

**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].

**ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS IMMERSION WORKSHOP**, December 1-3, 2000, Camp McDowell. Information: Web [http://www.samford.edu/schools/artsci/aafit/].

**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].

**LINGUISTIC SOCIETY OF AMERICA**, January 4-7, 2001, Chicago, IL. Information: Margaret Reynolds, LSA, 1325 18th Street, NW, Suite 211, Washington, DC 20036; Telephone: (202) 835-1714; Fax: (202) 835-1717; E-mail: [lsa@lsadc.org]; Web: [http://www.lsadc.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].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING with SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS ASSOCIATION**, March 8-10, 2001, Myrtle Beach, SC. Information: Lynne McClendon, Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (404) 763-6796; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://www.valdosta.edu/scolt/].

**OHIO FOREIGN LANGUAGE ASSOCIATION**, March 15-17, 2000, Akron, OH. Information: Web: [http://www.forlang.utoledo.edu/ofla/].

**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].

**INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY**, May 23-26, 2001, Houston, TX. Information: Claire Bartlett, Language Resource Center, Rice University, MS37, Houston, TX 77251-1892; Telephone: (713) 737-6157; Fax: (713) 737-6168; E-mail: [bartlett@rice.edu]; Web: [http://www.iall.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].

*Don't forget to celebrate  
National French Week:  
La Semaine du Français  
November 4-10, 2000.*

## REMINDER: IMPORTANT DEADLINES AND DATES

October 15, 2000	Deadline for Fulbright Teacher Exchange applications
October 16, 2000	Postmark deadline for submissions to the AATF National French Week Essay and Poster Contests (see page 27)
October 31, 2000	Deadline to respond to Culture Survey (see page 29)
November 1, 2000	Postmark deadline for ballots for AATF elections Deadline for submissions to the January <i>National Bulletin</i>
November 4-10, 2000	National French Week 2000 (see page 31)
December 15, 2000	Deadline for proposals for Denver Convention (see page 37)
January 1, 2001	Membership deadline for registering students in the National French Contest at reduced member prices
February 1, 2001	Deadline for submissions to the April <i>National Bulletin</i>
February 15, 2001	Deadline for AATF Scholarship Applications (see November <i>National Bulletin</i> )
March 1, 2001	Deadline for AATF Small Grant Applications (see page 9) Deadline for AATF Outstanding Teacher Awards (see November <i>National Bulletin</i> )

## **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  
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**Celebrate National French Week:  
La Semaine du Français 2000  
November 4-10**



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