



Jean-Pierre Piriou, Président

Chers Collègues et amis

Je commencerai ce premier message présidentiel en vous adressant à tous et à toutes mes meilleurs vœux et souhaits pour la nouvelle année. Puisse nous tous jouir d'une bonne santé, connaître beaucoup de satisfactions dans notre vie professionnelle, et éprouver du bonheur dans notre vie personnelle! Dans ces vœux, je ne saurais oublier l'Association américaine des Professeurs de Français à qui je souhaite une année aussi fructueuse que celle qui vient de s'écouler.

C'est avec beaucoup de plaisir, mais aussi d'humilité, que j'assume les fonctions de président, et au début de ce mandat, mes pensées se tournent vers tous ceux et toutes celles qui m'ont précédé et qui ont œuvré pour faire de notre organisation ce qu'elle est devenue aujourd'hui. Je pense plus particulièrement au Professeur Douglas William Alden qui nous a quittés récemment et qui lui aussi a eu le privilège de présider au destin de l'AATF. C'est à lui que je dédie mon mandat de président avec l'espoir de me montrer à la hauteur de ce à quoi il se serait attendu.

L'AATF se porte bien et nous pouvons tous en être fiers! Cependant, fort de l'expression française qui veut qu'on ne se repose pas sur ses lauriers, nous devons renouveler nos efforts et travailler sans relâche, si nous voulons progresser et servir encore mieux tous les professeurs de français américains qui nous font confiance et qui comptent sur notre soutien et notre aide.

Notre enthousiasme ne doit cependant pas se transformer en naïveté et notre vigilance doit être plus forte que jamais.

Nous devons faire preuve de réalisme et reconnaître que le français aux États Unis a besoin de défenseurs zélés. En même temps, il n'est pas question de baisser les bras et d'adopter une attitude défaitiste. Au cours de l'année qui vient de s'écouler nous avons eu un de nos congrès les plus réussis à Paris en juillet dernier. Le fait de tenir nos assises en même temps que la Fédération internationale des Professeurs de Français nous a permis de rencontrer beaucoup de collègues venant de près de 130 pays différents et de nous rendre compte que beaucoup d'entre eux doivent faire face aux mêmes problèmes que nous. C'est d'ailleurs pour cela que l'AATF a signé un accord de coopération avec la Fédération brésilienne des Professeurs de Français (voir page 10) dans l'espoir que les autres pays des Amériques, du Québec à l'Argentine nous rejoindront bientôt. C'est aussi la raison qui m'a poussé à soutenir l'organisation du prochain congrès mondial de professeurs de français à Atlanta, en 2004, et de le tenir conjointement avec notre congrès annuel.

Sur le plan domestique, nous avons observé la Semaine du Français, et nous avons pu nous rendre compte, grâce à tous les succès dont nous avons entendu parler, combien un tel événement pouvait aider notre cause. Nous venons d'avoir la deuxième célébration et nous pouvons maintenant dire que la Semaine du Français est devenue, et restera, une manifestation annuelle de l'AATF.

Pour ce qui est de l'année à venir, il n'est pas trop tôt pour songer déjà à la prochaine Semaine du Français qui se déroulera du 7 au 13 novembre 2001. Commencez à faire des projets! Utilisez le site internet de l'AATF où vous trouverez des idées merveilleuses! Pensez aussi au congrès national qui aura lieu au mois de juillet à Denver! Venez-y nombreux!

Pour ceux et celles qui aimeraient effectuer un stage de recyclage dans un pays francophone cet été, je suis en mesure de vous annoncer que le Service Culturel de l'Ambassade de France nous ont garanti un minimum de 20 bourses et que nous avons également des possibilités avec le Québec et la Belgique grâce au travail de notre Vice-Présidente Marie-Christine Koop. Enfin, n'oubliez pas que la grande priorité de notre organisation est d'augmenter le

nombre de nos membres et c'est sur vous tous et toutes que je compte pour le faire. Ramenez vers nous une brebis égarée! Encouragez quelqu'un que vous connaissez à devenir membre! Imaginez que si chacun d'entre nous parvenait à recruter seulement un nouveau membre, nous doublerions nos effectifs!

En terminant, je voudrais rendre encore une fois hommage à la présidente sortante, Gladys Lipton, et la remercier pour tout le dévouement et tous les efforts dont elle a fait preuve pendant sa présidence. Son nom restera associé dans les annales de l'AATF à la Semaine du Français pour laquelle nous lui devons beaucoup de reconnaissance.

Je vous souhaite bon courage et vous invite à communiquer directement avec moi, ou avec n'importe quel autre membre du bureau national, pour nous faire part d'une recommandation, d'une préoccupation, d'un succès, ou simplement de votre désir de participer plus activement aux travaux de l'AATF.

Jean-Pierre Piriou  
Président  
Mel: [jppiriou@uga.edu]

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## ACTFL ANNOUNCES WINNERS OF TEACHING AWARDS FOR 2000

The American Council on the Teaching of Foreign Languages is pleased to announce the winners of the ACTFL awards for the year 2000. Award winners were honored in a special ceremony at the ACTFL annual meeting on November 17 in Boston.

The ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture recognizes the contributions of a preeminent author and teacher whose work and writings changed the course of our profession. The Award was established in 1978 through an initial donation by Harcourt Brace Jovanovich, Inc., as a memorial to Nelson Brooks, whose articles and books on the audiolingual approach to teaching foreign languages contributed significantly to a movement that dramatically influenced second language instruction. The recipient receives a \$500 cash award provided by ACTFL. The recipient of this award in 2000 is **Dr. Myrna Delson-Karan**, newly-elected AATF Region I Representative.

The ACTFL National Textbook Company Award for Building Community Interest in Foreign Language Education was established in 1982 to recognize foreign language educators who have made outstanding contributions toward creating community interest in and awareness of the importance of foreign language education. National Textbook Company, a Corporate Sponsor of ACTFL, supports the award. The recipient received \$500 provided by the National Textbook Company. The recipient of this award in 2000 is **Catherine B. Hewitt** of Lexington Elementary School (SC).

The ACTFL Florence Steiner Awards for Leadership in Foreign Language Education both go to AATF members. The award honors the memory of a teacher, department chair, professional speaker, and ACTFL President-Elect who was widely known and appreciated for her professional knowledge, ability to communicate with teachers, and

her wit. Working from her position as a foreign language department chair in the Glenbrook (IL) Public Schools, Florence Steiner inspired a generation of foreign language teachers and challenged them to improve their teaching through better communication of the goals and outcomes of second language education with the public, administrators, colleagues, and students. The Awards are supported by the generosity of the Illinois Foreign Language Teachers Association (IFLTA). Each recipient receives a \$500 cash award provided by ACTFL. The recipient of the K-12 award in 2000 is **Donna Clementi**, Appleton West High School (WI). Donna is a former Wisconsin AATF Chapter President. The Post-secondary award recipient in 2000 is **Dr. Rebecca Valette**, Boston College. Dr. Valette is a Past-President of the AATF.

### ANNOUNCING THE WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of AATF Life Member Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a study abroad experience he or she might not otherwise be able to afford.

The first award will be made for the academic year 2001-2002.

#### Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be sponsored by an AATF member teacher.

#### Scholarship

The \$1500 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Franco-phone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

#### Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: [abrata@siu.edu]. The form is also available on the AATF Web site at [http://aatf.utsa.edu/]. The application deadline is **March 15, 2001**.

### 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]

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**AATF NATIONAL BULLETIN**

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*Editor:* Jane Black Goepper, Cincinnati, Ohio

*Reading Committee:* Mathé Allain, University of Southwestern Louisiana; Therese C. Clarke, Williamsville Central School District, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Loriot-Raymer, Northern Kentucky University, Highland Heights, KY; Isabelle Main, Mountain View High School, Mesa, AZ; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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

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

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

En ce début (le vrai?) de millénaire, j'ai décidé de répondre à certaines questions qui me sont fréquemment posées à propos du fonctionnement de l'Association et de nos rapports avec d'autres organismes professionnels. L'AATF a été fondée en 1927 avec l'objectif «de représenter la langue française en Amérique du Nord et d'encourager la dissémination, tant dans les écoles qu'auprès du grand public, de connaissances de tous les aspects de la culture et de la civilisation françaises et francophones» (Constitution de l'AATF). Les affaires de l'association sont dirigées par un Conseil d'administration dont chaque membre est élu ou nommé pour un mandat de trois ans. Les membres du conseil sont les suivants:

- **Président:** élu pour une période de cinq ans afin d'assurer la continuité avec une année comme président élu, trois années de présidence et une dernière année comme président sortant
- **Président élu ou président sortant** selon le cas
- **3 Vice-Présidents:** chaque année les membres élisent un des vice-présidents. Les Vice-Présidents s'occupent de différentes tâches qui leur sont attribuées par le président telles la recherche des bourses d'étude, la coordination des Commissions ou le recrutement.
- Le **Rédacteur en chef de la French Review** (nommé)
- Le **Rédacteur gérant de la French Review** (nommé)
- Le **Rédacteur du National Bulletin** (nommé)
- Le **Directeur du Grand Concours** (nommé)
- **9 Représentants régionaux** qui sont élus par les membres des chapitres de leur région.

Region I - New York Metropolitan (Nassau, Suffolk, Westchester, Metropolitan)

Region II - New England (Connecticut, Eastern Massachusetts, Maine, New Hampshire, Rhode Island, Vermont, Western Massachusetts)

Region III - New York State (Central, Hudson Valley, Pays du Nord, Rochester, Toronto, Western New York)

Region IV - Middle Atlantic: (Central Pennsylvania, Delaware, Lehigh Valley, Maryland, New Jersey, Northeastern Pennsylvania, Northern Virginia, Philadelphia, Pittsburgh, Susquehanna Valley, Vir-

ginia)

Region V - South Atlantic (Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee)

Region VI - East Central (Detroit, Indiana, Northwestern Indiana, Kentucky, Michigan, Ohio, West Virginia)

Region VII - West Central (Chicago/Northern Illinois, Greater Kansas City, Greater St. Louis, Downstate Illinois, Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin)

Region VIII - Southeast (Arkansas, Central Texas, Colorado-Wyoming, East Texas, El Paso, Hautes Plaines, Houston, New Mexico, North Texas, Oklahoma, Utah)

Region IX - Pacific (Arizona, Hawaii, Idaho, Montana, Nevada, Northern California, Oregon, San Diego, Southern California, Washington/British Columbia/Alaska)

L'AATF compte 76 chapitres locaux, cités ci-dessus par région, chacun avec ses propres responsables. Les chapitres assurent l'organisation du Grand Concours à l'échelle locale, organisent des manifestations parfois en conjonction avec le congrès d'une association d'état ou régionale et produisent souvent des bulletins de liaison. Les chapitres reçoivent 15% de la cotisation nationale pour chaque membre du chapitre, et certains chapitres ont voté des cotisations locales en sus.

L'AATF organise chaque année de nombreuses manifestations:

- Le **Grand Concours** a lieu tous les ans au mois de mars. En 2000 plus de 92,000 élèves y ont participé. Le Grand Concours est dirigé par Sid Teitelbaum et une équipe de cinq personnes et leurs comités.
- Le **Congrès annuel** a lieu tous les étés dans des lieux différents afin de le rendre accessible à tous: 1998 Montréal, 1999 St. Louis, 2000 Paris, 2001 Denver, 2002 Boston, 2003 Caraïbes, 2004 Atlanta, 2005 Québec.
- La **Semaine du Français**, commencée en 1999, est devenue une manifestation annuelle au mois de novembre. Nous avons choisi le mois de novembre pour donner aux professeurs et aux élèves suffisamment de temps pour préparer des festivités après la rentrée et pour influencer les inscriptions de l'année suivante. Nous ne l'avons pas planifiée au moment de la Semaine internationale de la Francophonie,

parce que le mois de mars est l'époque du Grand Concours et aussi la période des vacances de printemps dans beaucoup de régions des États-Unis.

- La **Société Honoraire du Français**, créée en 1949, compte 1000 chapitres et offre le moyen de reconnaître l'excellence des élèves du secondaire.
- La **French Review**, qui paraît six fois par an, est notre revue académique. Les articles qui y sont publiés reflètent le fruit de recherches dans les domaines allant de la littérature à la civilisation, à la linguistique et à la pédagogie. On y trouve également des rubriques comme "La Vie des mots" et des compte-rendus d'œuvres et de manuels utiles aux membres.
- Le **National Bulletin** paraît quatre fois par an et adresse le côté plus pratique de l'enseignement du français avec des activités prêtes à copier, des annonces, des communiqués de presse et toutes sortes de renseignements utiles.
- Le **Site Web** de l'AATF [<http://aatf.utsa.edu/>] a gagné de nombreux prix pour la qualité de son contenu. Vous y trouverez des renseignements sur l'association: adresses des chapitres; détails sur le congrès; idées pour fêter la Semaine du Français, renseignements sur le Grand Concours, conseils sur l'utilisation de la technologie en classe, etc.
- **Commissions:** l'AATF a maintenant 12 Commissions scientifiques qui travaillent sur des sujets d'actualité professionnelle:
  - Articulation:** étudie l'articulation des programmes du niveau primaire jusqu'au post-secondaire;
  - Compétence culturelle:** organise des sessions et ateliers, publie des ouvrages et des rapports sur la pédagogie de la culture et l'évaluation de la compétence culturelle;
  - Enseignement au collège:** prépare des documents et des activités pédagogiques destinées au niveau du collège;
  - Enseignement dans des Community Colleges:** étudie des problèmes particuliers à l'enseignement du français dans des *Community Colleges*;
  - Enseignement universitaire:** travaille sur le recrutement de membres au niveau universitaire;
  - Enseignement précoce:** organise

des sessions et des ateliers, publie un rapport annuel consacré à l'enseignement précoce du français;

**Enseignement secondaire:** examine des difficultés particulières à ce niveau, y compris le recrutement des élèves, l'articulation des programmes et la promotion du français au lycée;

**Français des affaires:** organise des sessions et des ateliers et prépare des documents concernant l'enseignement du français des affaires, collabore avec des organismes tels la Chambre de Commerce et d'Industrie de Paris;

**Promotion du français:** crée de nouveaux documents promotionnels, organise des sessions et des ateliers et travaille sur la promotion du français à travers la Semaine du Français;

**Standards des élèves:** organise des sessions et des ateliers et étudie des questions relatives à l'incorporation des standards nationaux pour l'enseignement du français dans la pratique du professeur;

**Standards professionnels:** étudie les standards professionnels en ce qui concerne la certification de nouveaux professeurs de français et la reconnaissance des professeurs accomplis;

**Télématique et nouvelles technologies:** gère le site Web de l'AATF et organise des sessions et des ateliers.

L'AATF adhère à de nombreuses associations nationales et internationales que vous connaissez peut-être peu.

- **Joint National Committee on Languages/National Council on Languages and International Studies (JNCL-NCLIS):** En collaboration avec d'autres associations professionnelles telles l'AATSP, l'AATG, l'ACTFL, et la MLA, l'AATF a participé à la création de cette association dans les années 70. Il s'agit du seul lobby à Washington uniquement consacré aux questions concernant l'enseignement des langues. Vous lirez dans les pages du *National Bulletin* des rapports, communiqués de presse et articles sur la législation, l'administration fédérale et le soutien financier des programmes tels le Fulbright et le NEH. Le Secrétaire général du JNCL/NCLIS est J. David Edwards.
- **Fédération Internationale des Professeurs de Français (FIPF):** La FIPF est l'organisme international qui se consacre à l'enseignement du français dans le monde et dont les membres sont les associations nationales de plus de 130 pays. L'AATF est de loin l'association de

professeurs de français la plus grande et représente à elle seule un sixième des professeurs de français dans le monde. La FIPF organise un congrès tous les quatre ans. En 2000 l'AATF s'est réunie avec la FIPF à Paris, et en 2004 l'AATF jouera le rôle d'hôte pour le prochain congrès de la FIPF à Atlanta. Le Président de la FIPF est Dario Pagel de la Fédération brésilienne des Professeurs de Français. La Secrétaire générale est Martine Defontaine.

- **Commission Amérique du Nord (CAN):** La FIPF est organisée en Commissions (Amérique du Nord, Amérique latine, Europe de l'Est, Afrique, etc.) et nous faisons partie de la CAN qui regroupe l'AATF, l'Association québécoise de professeurs de français (AQPF), l'Association québécoise d'Enseignants de Français Langue seconde (AQEFLS), l'Association canadienne des Professeurs d'Immersion (ACPI), et l'Association des Professeurs de Français des Universités et Collèges canadiens (APFUCC). L'AATF envoie régulièrement des représentants dans les congrès de ces associations et reçoit dans leurs congrès des représentants de la CAN. Le Président de la CAN est Marcel Danan de l'AQEFLS. Jean-Pierre Piriou vient d'être élu à la Vice-Présidence de la CAN réservée à un représentant de l'AATF.
- **Fédération brésilienne des Professeurs de Français (FBPF):** L'AATF vient de signer un accord de collaboration avec la FBPF (voir page 8) qui fait face au même genre de problèmes que l'AATF en ce qui concerne l'enseignement du français langue étrangère dans nos pays respectifs. Cet accord vise un partage d'information, la représentation des associations dans le congrès respectifs et des efforts communs pour la promotion du français.
- **Service culturel de l'Ambassade de France:** Un des plus proches collaborateurs de l'AATF est le Service culturel. L'AATF reçoit du gouvernement français de nombreuses subventions, notamment pour la Semaine du Français, pour le Grand Concours, pour la production de brochures promotionnelles et pour notre congrès annuel ainsi que pour différentes activités organisées par nos chapitres. Nous avons des contacts réguliers avec les représentants de la France aux États-Unis et

partageons les mêmes soucis pour le futur du français dans les écoles et universités américaines. Le Service culturel nous offre chaque année un certain nombre de bourses d'étude en France (voir page 21).

- **Ministère des Relations internationales du Québec (MRIQ):** Nous travaillons également avec des représentants du gouvernement du Québec. Le Québec a soutenu la Semaine du Français et nos autres efforts de promotion et nous accueille toujours d'une façon spectaculaire lors de nos congrès à Montréal ou à Québec. La trousse de documents sur le Québec (voir page 30) est aussi le fruit de cette collaboration.
- **La Suisse:** Le gouvernement de Suisse à travers son ambassade à Washington nous offre des paquets de documents que nous distribuons à nos membres (voir page 32). En 2000 nous avons également reçu deux bourses pour l'Université de Genève que nous espérons voir renouvelées dans l'avenir.
- **La Communauté française de Belgique:** En 2000 nous avons reçu deux bourses qui ont permis aux lauréats de participer à un stage en Belgique. En 2001, deux nouveaux lauréats iront à l'Université de Mons (voir page 21). Nous espérons que ces premiers échanges ne seront que le début d'une longue et fructueuse collaboration.

N'oubliez pas quand vous avez des questions de consulter d'abord le site Web de l'AATF et ensuite le numéro du mois de mai de la *French Review* qui contient toujours la Constitution de l'association, le rapport fiscal et le compte-rendu de l'Assemblée des délégués du congrès précédent. Chaque numéro de la *French Review* contient la liste des Présidents de chapitre et des Administrateurs du Grand Concours ainsi que les membres du Conseil d'administration. Chaque numéro du *National Bulletin* contient les membres du Conseil d'administration et les Présidents des Commissions.

Dans le prochain numéro du *National Bulletin*, vous trouverez tous les renseignements concernant le congrès à Denver, y compris le formulaire d'inscription, les tarifs hôteliers et aériens et le programme préliminaire. Venez-y nombreux!

Jayne Abrate  
Secrétaire générale  
E-mail: [abrate@siu.edu]

# REGIONAL REPORTS

## REGION V: SOUTH ATLANTIC

I am pleased to announce that the new Executive Secretary of the *Société Honoraire de Français* is H. Todd Knox, University of Louisiana, Box 44347, Lafayette, LA 70504-4347; e-mail: [htk0718@louisiana.edu]. Our thanks to Stephen Foster of Old Dominion University for the many, many years he served faithfully in this capacity.

### Alabama

President Steven Daniell reports that in September the Montgomery *Alliance Française* held a cabaret night at the Montgomery Museum of Fine Arts with singer Claudia Hommel. Also, schools around the state geared up for the second annual National French Week. In at least one case, a rivalry has developed between two schools—Montgomery Catholic High School and The Montgomery Academy—as challenges have been sent out following last year's *pétanque* and French Quiz Bowl competitions.

### Georgia

Thanks to Marcia Wilbur from Athens Academy, *Le Grand Concours 2000* was a huge success in Georgia! We had 1817 participants from nearly 40 different schools. Enrollment was up from the previous 1139, ranking Georgia 19<sup>th</sup> in the country.

The 17<sup>th</sup> annual high school AATF immersion weekend was very successful. This year's weekend reunited 100 students and 25 teachers from all over the state at Camp Rock Eagle in Eatonton, GA.

*La Semaine de la francophonie* was a week-long multicultural festival featuring special events in partnership with Atlanta's diplomatic, political, university, business, humanitarian, and cultural communities. A seminar on "Cyber Space in the French-Speaking World" was organized and sponsored by Georgia Tech CIBER, France Telecom, and the Quebec Trade Office. A Web contest for high school and university students was organized by Georgia Tech faculty members and AATF members Catherine Marin, Nora Cottille-Foley, and Lionel Lemarchand. The prizes (trips to Belgium or France) were officially announced by AATF-GA Chapter President Catherine Marin during the Cultural Gala Finale.

The Georgia Chapter organized a very successful day in October in Macon on Mercer University campus. More than 60 members joined Guy Bouchard, Yvon Mimeault, and Laura Sadowsky who came all the way from Quebec to teach us about traditional Quebec culture through songs,

dance, music, and story telling. Our French teachers had a lot to bring back to their students, and they also had an opportunity to chat with colleagues from all over the state. Thanks to Jean-Paul Carton for organizing the day's activities and maintaining the chapter Web site at [<http://www2.gasou.edu/aatfga/>].

To join the celebration of French National Week, the French Cultural Service together with AATF and the Georgia Department of Education organized and sponsored a special morning at the Georgia Tech European Center with a presentation, activities and a discussion on the theme "La France dans l'Union Européenne."

### Louisiana

2003! Commemoration of the Louisiana Purchase! Denise Egéa-Kuehne of Louisiana State University will go to France to research the French point of view of the selling of Louisiana. This research will lay the groundwork for a four-week Teacher Summer Institute in the summer of 2002 which will entail study for two weeks at LSU and two weeks in France.

This summer, Centenary College of Louisiana, with grants from the Louisiana Endowment for the Humanities and the French Cultural Service, sponsored a Summer Teacher Institute devoted to Louisiana history as depicted in the Creole literature of the state, led by D.A. Kress. A major goal of the institute was to develop strategies and lesson plans to help teachers across the state incorporate Louisiana literature into the classroom. The lesson plans, exercises, as well as numerous novels, short stories, and poetry (all written in French in Louisiana), can be found on the Web at: [[www.centenary.edu/departement/french](http://www.centenary.edu/departement/french)]. Great efforts were made to include material that would be appropriate for middle school through high school.

Louisiana Educators Connected through LAFLAForum! Thanks to Cynthia Touns for uniting the Louisiana foreign language community through the on-line forum. The purpose of the forum is to bring together foreign language professionals at all levels of instruction. This is the only statewide network for connecting those interested in the promotion of foreign language learning. Additional information is available at [[LAFLAForum@aol.com](mailto:LAFLAForum@aol.com)].

The Foreign Language Summer Immersion Camp began in 1993 under the direction of Christine Renaud and Terri Hammatt in East Baton Rouge Parish. In its eighth year, the camp welcomed 120 students from both public and private

schools. This year the camp was held in June at South Boulevard Elementary. Learning French or Spanish in a fun way, campers discovered and celebrated the richness of the many Francophone and Hispanic cultures of our world. Outstanding native and American teachers lead campers on their immersion journey.

Calcasieu Parish is starting a new Science in French class for sixth graders who have been studying French since 4<sup>th</sup> grade. This will be a team-teaching experience. Norma Balfa Frugi (Science teacher) and Eric LeGros (French teacher) will be piloting this class at F.K. White Middle School in Lake Charles.

Foreign language teachers in East Baton Rouge Parish and Baton Rouge Center for World Affairs organized an International Job Fair entitled Journey to Global Opportunities last November at the Old State Capitol. The event gave international businesses, governmental and non-governmental agencies the chance to present information about their organizations and employment opportunities using foreign languages. The fair targeted grade 8-12 foreign language students as well as college students.

### Mississippi

There were various activities all over the state for National French Week. Many areas showed classic French films. Some areas prepared foods with their students—having students taste and comment on cheeses, for example. Several schools participated in the poster contest. The *Alliance Française* of Jackson also sponsored a play.

President Brigitte Williams reports that the Mississippi Chapter, the Mississippi AATSP Chapter, and Mississippi Foreign Language Association, in conjunction with the Mississippi State Department of Education and the Croft Institute, located at the University of Mississippi, offered five workshops on the Mississippi Foreign Language Curriculum Framework. There were two major goals: to show teachers how to interweave all five strands into any lesson and to familiarize teachers with the Standards for Foreign Language Learning and State Framework. The presenters were Joetta Braddock, Deborah J. Honnoll, and Brigitte Williams. The workshops were well attended and well received. The participants submitted their own sample lesson plans incorporating the strands. The State Department photocopied and mailed each participant a copy of all lesson plans submitted. We extend a special thank you to Dr. Michael Metcalf, Director of the Croft Institute, and to Dr. Linda Irby, Program Director from the State Department.

## North Carolina

The North Carolina Chapter held its 2000 fall meeting in conjunction with FLANC in Raleigh. Officers for 2000-2002 are Dr. Jane W. Romer, Professor of French at Elon College, President; Dr. Minnie B. Sangster, Professor of French at North Carolina Central University, Vice President; Ms. Charlene Moyer, FLES Teacher at Bluford Magnet School, Greensboro, NC, Secretary; Dr. William C. Griffin, Professor of French at Appalachian State University, Treasurer; Dr. Nancy M. McElveen, Professor of French at Greensboro College, Past President. Dr. Romer and Dr. Sangster represented the Chapter at the *Congrès national* in Paris in July.

## Tennessee

President Constancio Nakuma reports that the Tennessee Chapter kicked off National French Week 1999 with a luncheon at the Tennessee Foreign Language Teaching Association convention in Nashville on November 4. Two guest speakers, Francophile Tennessee Senator Doug Henry and University of Quebec at Chicoutimi professor Damien Ferland, treated members to a stimulating overview of "La Francophonie en Amérique du Nord à l'orée du 21<sup>e</sup> siècle." National French Week celebrations continued all over the state with different activities, including a Francophone film series (with nightly film selections representing Africa, Indochina, France, Canada) at the University of Tennessee Knoxville campus and a Francophone dinner. The Tennessee Chapter invites everyone to visit its Web site at [<http://web.utk.edu/~aatf>].

Lee Bradley

Region V Representative

## REGION VI: EAST CENTRAL

Region VI Chapters, Detroit, Indiana, Kentucky, Michigan, Northwest Indiana, Ohio, and West Virginia, have all had a busy year and also have impressive calendars for the coming months. Region VI ranked fourth among all regions for enrollments in the *Grand Concours* with 11,039 students participating. Leading the region in *Grand Concours* recruitment, the West Virginia Chapter had an increase of 23% for participants over 1999. The Detroit, Michigan Chapter had an increase of 15%, Ohio added 7.46% new participating students, and Indiana added 2%. The Ohio Chapter with its contest administrator, Judith Baughin, had the third highest enrollment nationally of *Grand Concours* participants, 3746. The Indiana Chapter and Contest Administrator, Susan Warren, had the sixth largest number, 2694 students. The Kentucky Chapter and Contest Admin-

istrator, Sarah Moran, ranked in twenty-first place with 1732 contestants. The Detroit and Ohio Chapters ranked eighth and ninth respectively in FLES enrollment. Susan Schroer, a student of Ohio teacher, Lesley Chapman, was selected as one of the seven high school students who won a nine-day trip to France as a part of *Allons en France II*. This award was given to seven of the top *Grand Concours* Level 3, 4, or 5 students based on interviews by the oral evaluation committee. In addition to having many *Grand Concours* national winners, Region VI also had two teachers selected for French Cultural Services Summer Scholarships in France: Robert Brooks of Valparaiso, Indiana, and Marian Hagedorn of Cold Spring, Kentucky.

Region VI also had success in member recruitment. The West Virginia Chapter had the second largest membership increase among all small AATF Chapters between 1999 and 2000. AATF members in Region VI also remain professionally active throughout the summer as well as during the school year. Twenty presentations at the AATF *Congrès* in Paris were given by members of Region VI Chapters.

Special activities held during the year 2000 included the Northwest Indiana third annual workshop for high school teachers held at Valparaiso University, a Northwest Indiana brunch honoring *Grand Concours* winners, a "Community Celebration of National French Week" at Indiana University Northwest, the Detroit Voyager Canoe Outing on Stony Creek, the Sixteenth Annual Detroit Immersion Weekend, a National French Week *Bal Masqué* for students in Detroit, special film showings from National French week through December in Detroit, the Indiana Foreign Language teachers Association Fall Conference, and the Kentucky National French Week High Tea at the Elmwood Inn in Perryville, Kentucky.

Events scheduled for the spring feature the Indiana AATF Day Trip to Quebec City's Winter Carnival, February 7, 2001, and the Detroit Annual dinner at the Sterling Inn on April 27, 2001. The Kentucky Chapter is scheduling an immersion day for mid-May which will be announced later.

Mary Jo Netherton

Region VI Representative

### 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/>].

## NEWBERRY LIBRARY FRENCH REVOLUTION SUMMER SEMINAR

The Newberry Library Center for Renaissance Studies announces "Revolution and Changing Identities in France, 1787-1799," a 5-week summer seminar (2 July - 3 August 2001) directed by Jeremy Popkin on identity transformation and the revolutionary process.

The concept of identity transformation is an innovative and multi-disciplinary approach that offers a way of understanding, not only the French Revolution, but revolutionary movements in general. Common seminar readings (in English) will focus on the French Revolution, but the conceptual framework of the seminar is relevant to other revolutionary episodes and to cultural issues in a wide variety of contexts. Applicants whose interests would add a comparative or interdisciplinary viewpoint to the discussions are welcome. Issues the seminar will address include processes of collective identity transformation, the development of revolutionary and counterrevolutionary identities, changes in gender roles and religious identification in revolutionary contexts, and the tensions caused by conflicting identities. Seminar participants will be able to draw on the Newberry Library's extraordinary collection of French Revolutionary pamphlets, as well as its rich holdings of Revolutionary newspapers and of materials related to the early modern period throughout Europe and the Atlantic world. The seminar is open to faculty in disciplines such as history, literature, philosophy, political thought, and art history, and to librarians with instructional responsibilities at undergraduate teaching institutions, qualified independent scholars, and scholars employed at museums, libraries, and historical societies. Applicants must be U.S. citizens or foreign nationals who have been residing in the U.S. for at least three years. Reading knowledge of French is NOT required.

The seminar is supported by a major grant from the National Endowment for the Humanities. Participants who have been accepted into the seminar will receive a stipend of \$3250 to help cover living and travel expenses.

The application deadline is **March 1, 2001**.

For further information and application materials, please contact: The Newberry Library Center for Renaissance Studies, 60 West Walton Street, Chicago, IL 60610-3380; Telephone: (312) 255-3514; E-mail: [[renaissance@newberry.org](mailto:renaissance@newberry.org)].

# CHAPTER NEWS

## CHICAGO/NORTHERN ILLINOIS CHAPTER

Une quarantaine de membres ont assisté à notre réunion de l'automne à l'Alliance Française de Chicago dans la nouvelle annexe moderne et pratique. Le thème était l'Afrique francophone, en particulier le Sénégal. Après une collation de croissants, de petits pains, de café et de thé, notre présidente Rosalee Gentile a inauguré la journée, suivie d'un mot de bienvenue de M. H. Randolph Williams, président de l'Alliance Française de Chicago, et d'une annonce de Janine Spencer de *Northwestern University* sur l'Internef (le nouveau site Web créé par *Northwestern* [http://www.internef.mmlc.nwu.edu]).

Ensuite, Samantha Godden-Chmielowicz de *Harper High School*, membre du conseil exécutif du chapitre, a fait une présentation "Le Sénégal à la portée de vos élèves." Boursière du *National Endowment for the Humanities*, Samantha a fait un stage qui s'appelait "La Francophonie: A study of the Literature and Cultural Geography of French-Speaking West Africa, with a focus on Senegal." À la suite de sa présentation sur ce pays, sa culture et son histoire, bien soutenue par des diapositives illustrant la géographie, la population et le climat sénégalais, notre intervenante a distribué à l'assistance un cahier qu'elle avait préparé qui s'intitule "Le Sénégal pour tout le monde: *Bringing Francophone West Africa to the French Classroom*," encore bien illustré par des dessins et avec une bibliographie sur le Sénégal et d'autres pays de l'Afrique occidentale comprenant des sites Web à visiter. Merci, Samantha, pour une présentation intéressante et informative.

Après une pause-café, Sidy Sankhare, batteur sénégalais, habillé en costume traditionnel, multicolore parce qu'à l'origine, disait-il, cet habit était fait de haillons disparates, nous a régalés de sa musique qu'il a intercalée de remarques sur l'histoire et la fabrication des instruments à percussion de son pays, dont il avait apporté plusieurs modèles, notamment un *djembe*, tambour traditionnel, natif de l'Afrique occidentale et fabriqué de bois et d'une peau de chèvre. C'est un instrument écologiquement efficace puisqu'on n'utilise dans sa fabrication que du bois mort. Sidy Sankhare, absolument captivant, nous a démontré comment on fait (à la main) un *djembe*. La tradition veut que les matériaux naturels servant à cette fabrication soient ainsi ramenés à la vie par le musicien. Les tambours ont une riche histoire culturelle, symbolique et religieuse. On sait, par exemple, combien importants ils ont été

pour les esclaves qui s'en sont servis pour communiquer entre eux. Une grande variété de ces instruments existe avec différents styles, formes, apprêts, tons. Notre tambourineur avait apporté d'autres instruments africains, tels qu'un *djun* (basse de tambour), un *balafon* (qui ressemble à un petit xylophone) et un *kora* (sorte de guitare). Il nous a aussi montré et parlé d'une statue et d'un masque en bois.

À la fin de sa présentation vivante et amusante, Sidy Sankhare nous a fait apprendre le refrain d'un chant sénégalais que nous avons répété entre ses vers. Mais le clou de l'événement fut sans doute la performance musclée de notre présidente au tambour. Elle a ainsi révélé des talents musicaux jusqu'ici restés secrets.

On a conclu ce programme au rythme enlevé par une tombola. Nous félicitons Jane Castle, notre vice-présidente qui s'occupe des programmes, et son comité pour leur contribution.

Le 3 février, notre programme d'hiver sera modélé sur celui de l'hiver dernier. Intitulé "Liens et liaisons 2001," il comportera un potpourri de présentations: styles d'enseignement variés, évaluation, moyens de développement d'un programme de français vigoureux, instruction coopérative, Internef, etc. Les membres de l'assistance auront la possibilité de partager leurs méthodes.

John Tomme  
Waubensee Community College

## MARYLAND CHAPTER

Do you have a local language association other than the AATF where you can promote, connect, and contact other language professionals? The Maryland Chapter recently attended the Maryland Foreign Language Association (MFLA) Fall Conference. We had buttons, posters, balloons, and lots of "Bienvenue, are you interested in being a part of the AATF?" Teachers love freebies! So, make some new contacts in your area and have them share in the excitement and professional growth opportunities of the AATF!

Karen Campbell Kuebler  
Secretary

## METROPOLITAN NEW YORK CHAPTER

*Marquez vos calendriers!* The Metropolitan New York Chapter will celebrate its thirty-fifth *Grand Gala* on Saturday, March 3, 2001 at the Parker Meridian Hotel in New York City. Chairperson, Jacqueline Friedman and her committee are planning a day which will feature special activities for creative art in the French classroom, conferences, a gala luncheon, and entertainment and the fabulous *tombola*. We are

proud to announce that Charles Barrière, *Attaché Culturel* of the *Service culturel de l'Ambassade de France* will be the keynote speaker.

The Chapter has been involved with many activities for *la Semaine du Français* and recently participated with the *Service culturel* in the *Concours Saint-Exupéry*. Students in grades K-6 were requested to submit posters on the themes or characters in the *Petit Prince*, and students in grades 7-12 submitted essays on the topic, "Une Planète que le Petit Prince n'a pas encore visitée." The winners on all levels, their parents, teachers, and principals as well as all schools who participated in the *Concours* were invited to the *remise des prix* and reception at the *Service culturel* on November 8. This was in celebration of the *centième anniversaire* of Antoine de St. Exupéry.

We are delighted to announce that the Mayor of New York, Rudolph Giuliani has made a Proclamation for *la Semaine du Français*, and announcements for the week will be placed in the *Librairie de France* at Rockefeller Center.

Schools in the area planned many activities for the week. Jacqueline Friedman has announced that the Horace Mann Middle School in Riverdale highlighted French language and culture as part of the week's celebration. The Rose Hall was decorated *à la française*, and French cuisine was served during the week. French students and their teachers participated in many hands-on activities such as building three-dimensional monuments of Paris, making *crêpes*, performing skits based on *Le Petit Prince*, and singing with the French duo, Jacques et Marie. On Thursday, November 9 the students welcomed Charles Barrière of the French Embassy. He spoke on French culture and especially on *Le Petit Prince*. The exciting final activity for the week was play-offs of "The French Vocabulary Bee" and "French Jeopardy." *Bonne semaine!*

The New Milford High School (NJ) hosted twenty-nine students from the *Institution Guy Nemer* in Compiègne, France from October 30 to November 8. French teacher, Joyce Monroe, organized the exchange during which the French students lived with their American hosts. Next April the students from the New Milford school will complete the exchange with a ten-day stay at the school in Compiègne. The French students attended classes, were honored at a dinner by the Mayor and received the keys to the City, and visited important sites in New York City. They also

competed with the American students in a French/ American volleyball game.

*La Semaine du Français* began with a conference at Baruch College which featured the Quebec writer, poet, playwright, and lyricist Denise Boucher. Dr. Debra Popkin organized the seminar which included a discussion, readings, and a video of a concert performance of Madame Boucher's music by the renowned Quebec singer, Gerry Boulet. The event, which was followed by a reception, was co-sponsored by the Globus Lecture Series of Baruch College and the AATF.

A new feature for the Chapter this year is *La Table Française* where members can meet, enjoy delicious French food in an *ambiance bien française*, and speak French. The first luncheon was held on Saturday, December 2 at the Restaurant la Méditerranée.

Harriet Saxon  
President

#### NORTH TEXAS CHAPTER

The North Texas Chapter invites one and all to visit their Web site: [<http://www.homestead.com/aatf/northtexas>]. We congratulate the outstanding efforts of Julie Hughes, who is updating the site weekly. You may contact her via the Web page if there are questions about the endeavor.

The annual *Fête Française* competition will be held Saturday, February 3, 2001 at Cedar Hill High School. Information concerning the *fête* is on the Web page and/or at [[SMawhee@aol.com](mailto:SMawhee@aol.com)].

The chapter is very proud of Griselda Flores, the first recipient of the Essilor of America, Inc. scholarship. Formerly a student of both Helen Lorenz and Sherry Dean, she will be addressing the May 5 meeting regarding her studies at the University of Caen. (See related article on page 10)

In the spirit of internationalism, our newest 2001 scholarship has been endowed by Claire Knecht to fund studies in Senegal. In recognition of Sherry Dean's devotion to teaching, the scholarship will be awarded to a deserving student at Mountain View College.

Anna Wood  
National Newsletter Liaison



Paris, le 16 juillet 2000

#### American Association of Teachers of French Publisher of the *French Review*

President, Gladys C. Lipton	Executive Director, Jayne Abrate
Mod. Langs. & Linguistics	Mailcode 4510
Univ. of Maryland-Baltimore County	Southern Illinois University
Baltimore, MD 21250	Carbondale, IL 62901-4510
Tel: (301) 231-0824	Tel: (618) 453-5731
Fax: (301) 230-2652	Fax: (618) 453-5733
E-mail: <a href="mailto:lipton@umbc2.umbc.edu">lipton@umbc2.umbc.edu</a>	E-mail: <a href="mailto:abrate@siu.edu">abrate@siu.edu</a>
	Web: <a href="http://aatf.utsa.edu/">http://aatf.utsa.edu/</a>

### Accord de coopération que célèbrent l'Association américaine des Professeurs de français (AATF) et la Fédération brésilienne des Professeurs de français (FBPF)

#### Préambule.

Unies dans leurs efforts pour promouvoir l'enseignement du français et le rayonnement de la culture française dans leurs pays respectifs, la Fédération brésilienne des professeurs de français (FBPF) et l'Association américaine des professeurs de français (AATF) ont résolu de manifester leur intention de collaborer par le présent accord de coopération.

Conscientes de l'importance du soutien des Services culturels français, les deux organisations invitent les représentants du gouvernement français au Brésil et aux Etats Unis et le Ministère français des Affaires étrangères à cautionner cet accord en figurant comme co-signataires.

Ayant identifié une problématique spécifique aux pays des Amériques, la FBPF et l'AATF s'engagent, mais ne se limitent pas, à entreprendre les actions suivantes dans le cadre de cet accord :

- ❖ les deux associations se proposent de conduire une réflexion en commun sur la situation du français dans les Amériques et sur les actions à mener,
- ❖ Conscientes des processus d'intégration en cours en Amérique Latine et en Amérique du Nord, et de l'internationalisation croissante des formations, les deux associations s'engagent à étudier en commun le moyen de peser sur les politiques éducatives des états des Amériques;
- ❖ Conscientes de l'intérêt de cette coopération pour renforcer la vie associative des professeurs de français, les deux associations envisagent des rencontres régulières des Présidents et des membres des associations. La FBPF invitera l'AATF à envoyer une délégation aux SEDIFRALE de Rio, en 2001. La FBPF invitera l'AATF à participer à sa prochaine réunion d'information et de formation des présidents des associations, à l'automne 2000; l'AATF invitera la FBPF à participer à son congrès annuel à Denver en 2001;
- ❖ consultations et échanges d'information réguliers;
- ❖ liens sur les sites internet des deux associations;
- ❖ contributions d'articles ou notes préparés par des membres des deux associations.

La FBPF et l'AATF, toutes deux membres de la Fédération internationale des professeurs de français, ne se veulent aucunement exclusives dans leurs actions et invitent toute autre organisation membres de la FIPF dans les Amériques à se joindre à elles et à participer à leurs efforts.

La FBPF et l'AATF rappellent qu'elles sont également désireuses d'obtenir la caution et le soutien d'agences gouvernementales ou organismes privés d'autres pays francophones.

Le présent accord est conclu pour une période cinq ans, renouvelable par la suite tous les cinq ans avec l'accord conjoint des signataires.

#### Promotional Materials

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

Check out the

- AATF Materials Center (p. 30)
- French Promotional Kit (p. 22)
- Promotional Flyers (p. 22)
- Other Promotional Items (p. 30)



## 2001 AATF EXECUTIVE COUNCIL



President **Jean-Pierre Piriou** (Ph.D. University of Virginia) is Professor of French and Francophone Studies at the University of Georgia. He is a specialist in contemporary French literature and Francophone literature and civilizations. He has authored and edited numerous books and articles and is an *Officier dans l'Ordre des Palmes Académiques* and President of the American Society of the French Academic Palms (ASFAP). E-mail: [jppiriou@uga.edu]

**Gladys Lipton**, Past-President, is Coordinator of Foreign Language Outreach and Director of the National FLES\* Institute at the University of Maryland, Baltimore County. Her many honors include the Florence Steiner Award and *Officier dans l'Ordre des Palmes Académiques*, and recently, the New York State Association of Foreign Language Teachers' National Leadership Award. She has written and edited several books and has written over 50 articles and books. E-mail: [lipton@umbc2.umbc.edu]



**Jayne Abrate** (Ph.D. Purdue) has been Executive Director of the AATF since August 1997. She taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, Quebec culture and literature, and the use of technology and the World Wide Web in the French classroom. She is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [abrate@siu.edu]

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



1999 ACTFL Nelson Brooks Award for excellence in the teaching of culture. A specialist on contemporary France, she has authored many articles, a textbook, and is writing a book on the French educational system. E-mail: [koop@unt.edu]



**Brenda Benzin**, Vice-President, is Adjunct Professor at Buffalo State College and taught for many years at Kenmore East High School (NY). She is Co-Chair of the AATF Commission on High Schools, President of the Western New York

Chapter, and was instrumental in the development of the *Forward with French* video. She has also served as Region III Representative and Secretary-Treasurer of her chapter. E-mail: [bbenzin@aol.com]

**Margaret Marshall** (Ph.D., Penn State), newly elected Vice-President, is Professor and Head of Foreign Languages and Literatures at Southeastern Louisiana University. She was a member of the AATF Task Force on Strategic Planning.



She has served as President and Vice-President of the Louisiana AATF Chapter and is currently President of the Louisiana Foreign Language Teachers Association. Meg is the author of two books and numerous articles on French dialects and Creole French and has received a number of grants and awards. She is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [mmarshall@selu.edu]



**Chris Pinet** (Ph.D. Brown) is Editor in Chief of the *French Review* and has published on French literature, popular culture, and French society and politics in the *French Review*, *Stanford French Review*, *Contemporary French*

*Civilization*, and other publications. He also served as Managing Editor and Review and Assistant Editor for *Civilization*. He is working on a book about the Paris working-class suburb, Villejuif. He is a *Chevalier dans l'Ordre des Palmes Académiques* and teaches at Montana State University. E-mail: [umlcp@montana.edu]



**James Gilroy** of the University of Denver is the Managing Editor of the *French Review*. Jim is a professor of French and Humanities at the University of Denver where he has taught since 1972. He is the author of four books and

several articles on French and Francophone literature. He is also a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [jgilroy@du.edu]

**Jane Black Goepper**, Editor of the *National Bulletin* for 18 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She has written articles on teaching methodology and is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [jbg@fuse.net]



**Sidney L. Teitelbaum** is a former teacher of French and Superintendent of Schools. He currently serves as the Director of the National French Contest, *Le Grand Concours*, a position he has held since 1969. He has been a



member of the AATF Executive Council since 1980. Sid is a *Chevalier dans l'Ordre des Palmes Académiques*. In addition, he is a member of the Executive Board of the Sarasota Opera as well as Secretary of both its Executive Board and Board of Directors. E-mail: [sidteit@webtv.net]

**Myrna Delson-Karan** (Ph.D. NY University), Region I (Metropolitan New York) served for many years as the Education *attachée* for the government of Quebec in New York. She now teaches at Fordham University.

She received the ACTFL Nelson Brooks Award for Teaching Culture (2000) and is a *Commandeur dans l'ordre des Palmes Académiques*. She is a



specialist on Québécois author Gabrielle Roy. E-mail: [delsonkaran@yahoo.com]



**Joyce Beckwith** (M.A. Boston College, M.A.T. Harvard), Region II (New England) Representative, is Professor of French, Spanish, and Latin at Wilmington High School (MA). She has served as Eastern Massachusetts Chapter

President and taught in schools in New York and Massachusetts. She has presented at state and regional meetings and is the President of the Massachusetts Foreign Language Association. She is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [mmejyob@aol.com]

**Georgette Schmidt**

(M.A. Univ. of Rochester), newly-elected Region III (New York State) Representative, teaches at Jamesville DeWitt High School. She has served as President and Secretary of the Central New York AATF Chapter. She has received numerous awards and scholarships for study in St. Pierre et Miquelon, Besançon, and Trois-Rivières, Quebec. E-mail: [gschmidt@twcny.rr.com]



**Diana Regan** (M.A. Temple University), Region IV (Middle Atlantic) Representative, was French teacher and department head in the Philadelphia School System for 35 years. She is currently teaching college French and supervising student teachers. She has served as Secretary/Treasurer, Vice-President, and President of the Philadelphia Chapter and has been involved in numerous local and state standards committees. E-mail: [dregan10@aol.com]



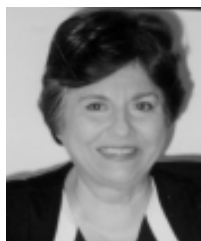
**Danielle Raquidel**

(Ph.D. Cincinnati), newly-elected Region V (South Atlantic) Representative, is Associate Professor of French at the University of South Carolina, Spartanburg. She is a native of Venezuela and has studied at the *Université de Lyon*. She has received numerous awards and fellowships and is a member of SCOLT, SCFLTA, and ALDEEU. E-mail: [draquidel@uscs.edu]



**Mary Jo Netherton**, in her second term as Region VI (East Central) Representative, has taught French at Morehead State University (KY) for 34 years. She has served as the South Central Vice President for Pi Delta Phi and President of the Kentucky Council for the Teaching of Foreign Languages (KCTFL). Mary Jo was elected Director of the Kentucky Institute's Study Abroad Program in France, effective 1999. E-mail: [m.nether@morehead-st.edu]

**Ann Sunderland**, Region VII (West Central) Representative, has taught at Truman High School (MO) for the past 22 years. She recently completed a two-year term as President of the Foreign Language Association of Missouri and has also served as its Vice-President and Conference Chair. Ann is especially interested in *la Francophonie* and has received fellowships to study and teach in Morocco, Senegal, and the islands of the Indian Ocean. E-mail: [asunderland@indep. k12.mo.us]



**Helen Lorenz**, Region VIII (Southwest) Representative, taught at the Hockaday School in Dallas for 27 years, 22 as Language Department Head. She is an AP consultant, has served as reader and member of the AP Test Development Committee, and has directed several AP institutes and workshops. With a colleague, she has established an Academic Alliance in North Texas. E-mail: [helenlor@usa.net]

Currently in his second term as Region IX (Pacific) Representative, **Vincent Morrisette**, teaches French at the Santa Catalina School in Monterey, CA. In forty years in the profession, he has taught at the elementary, secondary, university, and graduate levels. He now particularly enjoys traveling in Region IX, giving talks and workshops, and meeting new colleagues. E-mail: [gvincent@mbay.net]



## OAK CLIFF SMU STUDENT GETS FRENCH STUDY GRANT<sup>1</sup>

Oak Cliff student Griselda Flores recently was selected as the first recipient of a four-week French study grant from Essilor of America, Inc., a leading manufacturer of optical lenses in the U.S. Flores attended the University of Caen in France this summer. The university is known for its distinctive French language program.

"Dallas-based Essilor is the largest company in the worldwide Essilor Group based in Paris. We wanted to find an appropriate way to honor our French heritage and support the study of the French language and culture," said Hubert Sagnières, president of Essilor of America, Inc.

"We are very grateful for the hands-on assistance of the local chapter of the American Association of Teachers of French (AATF) who helped develop this program and select candidates. We are delighted to have Griselda as the first participant in the study program," he continued.

Flores is a junior at Southern Methodist University majoring in international relations. She has completed nine French courses during her college career. She is a graduate of W.H. Adamson High School.

"The opportunity to study abroad not only helped improve my language skills but also gave me a better perspective on living and working overseas," said Flores.

The award covered expenses such as travel, tuition, meals, and lodging and was made possible with the selection assistance of the North Texas Chapter of AATF. Flores was chosen from among 11 final candidates.

Each participant had to be a freshman or sophomore in good standing and have taken at least two French courses at the university level. Each submitted two academic references and an essay indicating how the award would help to attain his or her goals. In addition, each student completed a 20-minute oral interview with the selection committee.

The selection committee included Dr. Sherry Johnson, incoming president for the North Texas Chapter of AATF and professor of French at Eastfield College; Dr. Maurice Elton, professor of French at SMU and a founding member of the French American Chamber of Commerce; and Helen Lorenz, former language department head for the Hockaday School in Dallas and Region 8 Representative for AATF.

<sup>1</sup>This article appeared in the *Oak Cliff Tribune* (TX), Sept. 7, 2000; 6. It is reprinted here with the permission of the Managing Editor.

# LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

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

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**M. Charles BARRIÈRE, Attaché Culturel, chargé de la coopération linguistique, éducative, et universitaire**  
**M. Guillaume ODIN, Attaché linguistique**

972 Fifth Avenue Connecticut, New  
New York, NY 10021 Jersey, New York  
Téléphone: (212) 439-1436; (212) 439-1438  
Fax: (212) 439-1482

### CONSULAT DE FRANCE/ATLANTA

**Mme Cécile PEYRONNET, Attachée Culturelle**

Marquis Two Towers Suite 2800  
285 Peachtree Center Avenue  
Atlanta, GA 30303  
Téléphone: (404) 522-4226  
Fax: (404) 525-5215

### CONSULAT DE FRANCE/BOSTON

**M. Olivier BOUIN, Attaché Culturel et Scientifique**

**M. Jean-Baptiste PASTERNAK, Attaché linguistique**

Park Square Building Maine, Massachusetts,  
31 St. James Avenue, Suite 350 New Hampshire, Rhode  
Boston, MA 02116 Island, Vermont  
Téléphone: (517) 292-0064  
Fax: (517) 292-0793

### CONSULAT DE FRANCE/CHICAGO

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**M. Didier ROUSSELIÈRE, Attaché Culturel Adjoint**

Olympia Center, Suite 1170 Illinois, Indiana, Iowa,  
737 North Michigan Avenue Kansas, Kentucky,  
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Fax: (312) 664-9526 North Dakota, South  
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Houston, TX 77056-3213  
Téléphone: (713) 528-2231  
Fax: (713) 528-1930

### CONSULAT DE FRANCE/MIAMI

**Mme Délia MATA-CIAMPOLI, Attachée Culturelle**

1 Biscayne Tower, Suite 1710 Florida  
2 South Biscayne Blvd.  
Miami, FL 33131  
Téléphone: (305) 372-1615  
Fax: (305) 577-1069

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**Mme Elisabeth ROSEMBERG, Attachée Linguistique**

**M. Adam STEG, Attaché Audio-visuel**

Amoco Building, Suite 1710 Alabama, Arkansas,  
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Téléphone: (504) 523-5394  
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**Mme Laurence EMILE-BESSE, Attachée Linguistique**

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## AATF THANKS OUTGOING EXECUTIVE COUNCIL MEMBERS

The AATF would like to extend its heartfelt thanks to the four outgoing members of the Executive Council. Together they comprise 28 years of service on the Council, representing effectively and enthusiastically the interests of the membership.

**Judith Johannessen** was elected to two terms as Region VII Representative (West Central). She served her large and diverse region with diligence and good humor. Prior to the end of her second term, Judy was named to fill a vacant vice-presidential term, and has served ably for the last two years as an AATF Vice-President. Judy is a *Chevalier dans l'Ordre des Palmes Académiques*. In 1998 Judy was selected to accompany the eleven student winners in the *Allons en France* competition to France for the 1998 World Cup. Judy recounts her unforgettable experiences in the *Allons en France* video which chronicles the group's adventures.



**Geraldine O'Neill** was also elected to two terms as Region I Representative for Metropolitan New York. During each of her terms, Jeri organized a highly successful regional meeting, the *Congrès de la Grosse Pomme*, where she was able to attract outstanding presenters and performers and to organize a high-quality program which earned the respect of all who participated. Jeri has always been the voice of the secondary teacher with firsthand knowledge of the challenges and difficulties many teachers must face.



**Robert Ludwig** was elected to two terms as Region III Representative for New York State. Both through his AATF activities and as Executive Director of the New York State Association of Foreign Language Teachers, he has promoted the study of languages and addressed the needs of language teachers. Bob could always be counted on to cut to the heart of a thorny discussion and to keep us on our toes. The AATF is especially grateful to Bob for supporting financially first the Dorothy Ludwig Scholarships for young teachers to attend the annual convention and now the AATF Dorothy Ludwig Excellence in Teaching Awards. Bob is a *Commandeur dans l'Ordre des Palmes Académiques*.



**Lee Bradley** has just completed one term as Region V Representative (South Atlantic), but he also served two terms as Region V Representative in the 1980's. His stint as Executive Director

of the Southern Conference on Language Teaching in between gave him a unique perspective on the needs of teachers at all levels and in a variety of settings. Never afraid to speak his mind, Lee could always be counted on to provide, with humor, a practical answer and a workable solution to any problem.

*Merci beaucoup*, Judy, Jeri, Bob, and Lee!

## SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

Information is available from Sharon B. Rapp, President SHF, 1817 South Blvd., Conway, AR 72032; e-mail: [sbrapp@conwaycorp.net] or from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331, E-mail: [htk0718@louisiana.edu].

### CALL FOR PAPERS

The International Colloquium on the Post-1980 Plastic Arts of France and the Francophone World will be held at Dalhousie University (Canada) 27-28 September 2001. Registration, payable upon arrival, is \$15.00.

- Papers may be given in French or English, limited to 20 minutes in length.
- Papers should be accompanied by a few slides.
- The Department of French will provide lunches.
- The colloquium may extend to the morning of September 29.
- Details regarding accommodation will be sent in March-April with a provisional programme.

Address all proposals and inquiries to Michael Bishop / Christopher Elson, Department of French, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5.

Papers may treat various artists simultaneously or the work of an individual artist, and may seek to privilege close analysis of certain creations or offer broader, more sweeping conceptualizations. Whilst literary intersections may be pertinent (via, for example, the writings on contemporary art of Bonnefoy, Noël, Tournier, Deguy, etc.), papers should focus critically upon the specificities of the plastic gestures at hand.

### A NEW RUBRIC FOR THE NATIONAL BULLETIN

Watch for the **Community College Connection**, premiering in the next issue of the *AATF National Bulletin*.

What is the **Community College Connection**? It will be a rubric dedicated to discussion of the unique mission and vital work of teaching French in a community college.

Who is sponsoring the **Community College Connection**? The rubric is sponsored by the AATF Commission on Community Colleges, co-chaired by Mary Jo Netherton of Morehead State University (KY) and Sherry Dean of Mountain View College (TX). The AATF Commission on Community Colleges seeks to identify the needs of community college French teachers and to propose ways for the AATF to address these needs. The **Community College Connection**

rubric will be prepared by Denise McCracken, professor of French and Coordinator of Foreign Languages and Global Studies at St. Charles County Community College (MO).

What will be featured in the **Community College Connection**? That depends on you! We are planning to communicate information about current issues and innovative activities going on in community colleges across the country and also provide a forum for AATF members to share their ideas, frustrations, questions, and concerns. If you are currently working in or with a community college, we invite you to send your suggestions for topics that you would like to see discussed in future issues to Denise McCracken, E-mail: [dmccracken@chuck.stchas.edu]. **À bientôt!**

# AATF NATIONAL COMMISSIONS

## Commission on Articulation

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

## Commission on Community Colleges

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

### Sherry Dean

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

## Commission on Cultural Competence

**Marie-Christine Koop**  
Dept. of Foreign Languages  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

### Sharon B. Rapp

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

## FLES\* Commission

**Gladys Lipton**  
University of Maryland-Baltimore County  
Baltimore, MD 21250  
E-mail: [lipton@umbc2.umbc.edu]

### Lena Lucietto

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

## Commission on French for Business and International Trade

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

## Commission for the Promotion of French

**Raymond Comeau**  
Harvard University Extension School  
51 Brattle Street  
Cambridge, MA 02138  
E-mail: [comeau@hudce2.harvard.edu]

### Jacqueline Thomas

Dept. of Language and Literature  
Mail Sort Code 162  
Texas A&M University-Kingsville  
Kingsville, TEXAS 78363  
E-mail: [j-thomas@tamuk.edu]

### Dena Bachman

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

## Commission on High Schools

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

### Molly Wieland

4430 Harriet Avenue  
Minneapolis, MN 55409  
E-mail: [molly\_wieland@hopkins.k12.mn.us]

## Commission on Middle Schools

**Patricia Duggar**  
2080 Northport Rd. #3  
Cordova, TN 38018  
E-mail: [peghine@aol.com]

## Janel Lafond-Paquin

Rogers High School  
Wickham Road  
Newport, RI 02840  
E-mail: [rif00234@ride.ri.net]

## Commission on Student Standards

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

### Nancy J. Gadbois

86 East Street  
Southampton, MA 01073  
E-mail: [gadboisn@sps.springfield.ma.us]

## Commission on Professional Teacher Standards

**Susan Colville-Hall**  
University of Akron  
Akron, OH 44325-4205  
E-mail: [colvill@uakron.edu]

### Toni Theisen

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

## Commission on Telematics and New Technologies

**Townsend Bowling**  
Dept. of Foreign Languages  
University of Texas  
San Antonio, TX 78249  
E-mail: [tbowling@utsa.edu]

## Commission on Universities

**Edward C. Knox**  
French Department  
Middlebury College  
Middlebury, VT 05753  
E-mail: [knox@jaguar.middlebury.edu]

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## CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS: FORMATION DES FORMATEURS

Le français des affaires et des professions est en pleine croissance et ce domaine requiert des formateurs plus nombreux et mieux préparés. La Chambre de Commerce et d'Industrie de Paris (CCIP) donne les moyens aux professeurs de français langue étrangère (FLE) et de français des affaires (FDA) d'acquérir une compétence et des savoir-faire indispensables pour se perfectionner dans ce domaine. L'Université d'été est animée par une équipe d'experts, formateurs, auteurs de manuels, professionnels d'entreprises et consultants internationaux.

Rejoignez les rangs des 6000 professeurs qui depuis 27 ans ont participé à l'université d'été.

Les stages suivants, de durée variable, auront lieu du 25 juin au 19 juillet. Consultez le site Web de la CCIP pour de plus amples renseignements concernant les dates et le contenu.

- S1 Comprendre le monde des affaires
- S2 Utiliser les technologies de l'information et de la communication pour enseigner et apprendre
- S3 Gérer un organisme culturel dans un environnement international
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- S5 Comment préparer aux examens de la CCIP : le CFP et le DFA1
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- S7 Enseigner le français juridique
- S8 Enseigner à communiquer en milieu professionnel
- S9 Jeu, étude de cas, simulation
- S10 Enseigner le français du tourisme, de l'hôtellerie et de la restauration
- S11 Créer des outils pédagogiques et des dispositifs de formation utilisant les NTIC
- S12 Nouvelles technologies de l'information et de la communication appliquées à l'enseignement du FDA
- S13 Stage en entreprise

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- A8 Internet
- A9 Évaluation et certifications de la CCIP

**A10 Organiser des activités d'entraînement au Test d'Évaluation de Français (TEF)**

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Les stages sont des formations d'initiation ou de perfectionnement; les ateliers permettent d'approfondir ou de découvrir un sujet spécifique. Pour des descriptions plus détaillées, consultez le site Web de la CCIP: [<http://www.ccip.fr>]. Pour tout renseignement: Marie-Christine GALAT - DRI/E, 28 rue de l'abbé Grégoire, 75006 Paris; Téléphone: 01 49 54 28 67; Fax: 01 49 54 28 90; Mel: [[mcgalat@ccip.fr](mailto:mcgalat@ccip.fr)].

### POETRY MAGAZINE PUBLISHES "CONTEMPORARY FRENCH POETRY IN TRANSLATION"

The combined October-November issue of *Poetry Magazine*, released in September 2000, is a special number devoted to contemporary poetry in French by 39 poets, some of whom will be appearing in English for the first time. Co-edited by noted critic and essayist John Taylor and National Book Award winning poet Marilyn Hacker, the issue begins with Julien Gracq and other writers who began publishing early in the 20<sup>th</sup> century, and covers the latter half of the century, concluding with younger poets such as Jean-Michel Maulpoix and Pascale Monnier. The contents are uniquely broad in that the editors considered important recent work by all Francophone poets.

The number features newly-commissioned translations by such noted poets as John Ashbery, John Montague, and Alfred Corn, as well as contributions from highly regarded scholar-translators, including Mary Ann Caws, Hoyt Rogers, and Andrew Shields. At least one work by each poet is presented in the original French. John Taylor's essay, "From Intimism to the Poetics of 'Presence': Reading Contemporary French Poetry" surveys the major movements in recent French poetry and provides background information for the writers included.

Contributors include Silvia Baron Supervielle, Tahar Ben Jelloun, Yves Bonnefoy, Andrée Chedid, Dominique Fourcade, Edouard Glissant, Julien Gracq, Hédi Kaddour, Vénus Khoury-Ghata, Pascale Monnier, Jacques Réda, André Velter, and many others.

Founded in Chicago by Harriet Monroe in 1912, *Poetry* is the oldest monthly devoted to verse in the English-speaking world. Harriet Monroe's "Open Door" policy, set forth in 1911, remains the most succinct statement of *Poetry's* mission: to print the best poetry written today, in whatever style, genre, or approach. *Poetry* has always been independent, unaffiliated with any institution or university—or with any single poetic or critical movement or aesthetic school. It continues to print the major American poets, while presenting emerging talents, in all their variety. The magazine receives over 90,000 submissions a year from around the world.

Founded in 1941, The Modern Poetry Association publishes *Poetry* and supports the magazine and several educational programs devoted to the literary arts. Each year the MPA brings a major poet to Chicago to read from his or her work on Poetry Day. Inaugurated by Robert Frost in 1955, Poetry Day is now probably the most distinguished poetry reading series in the country. Over 1200 people attended Nobel Prize Winner Seamus Heaney's Poetry Day Reading in 1996, and over 900 for U.S. Poet Laureate Rita Dove in 1997.

Since 1986, the Modern Poetry Association has sponsored the Ruth Lilly Poetry Prize, at \$75,000 now one of the largest such awards offered to U.S. poets. Since 1989, the MPA has also presented the Ruth Lilly Poetry Fellowships, two annual grants of \$15,000 to undergraduate and graduate students to pursue further studies in poetry. The Modern Poetry Association's Web site [<http://www.poetrymagazine.org>] presents information on the magazine and Association programs.

For further details, please call Joseph Parisi or Stephen Young at (312) 255-3703.

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 7-13, 2001**  
*Take French out of the  
classroom and into the  
community!*

# PROMOTING A LANGUAGE PROFICIENT SOCIETY: WHAT YOU CAN DO

Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learner, research has shown a positive link between second language proficiency and cognitive and academic ability. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991). Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence (Caldas & Boudreaux, 1999; Hakuta, 1986; Thomas, Collier & Abbott, 1993). A multilingual work force enhances America's economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness.

Although the opportunities that are available for learning languages may vary depending on where you live in the United States, there are many things you can do to encourage the study of languages in your home, your classroom, or your community, whether you live in a small town or a major metropolitan area. This digest suggests specific ways that parents, teachers, school administrators, policy makers, and members of the business community can foster the learning of languages among children and adults.

## What Can Parents Do?

- Expose your children to people from varied language and cultural backgrounds. Participate in events where language and cultural diversity are celebrated.
- If you speak a language other than English, use it with your children.
- Speak positively to your children about the value of learning another language.
- Provide videos, music, and books in other languages.
- Send your children to summer language camps. For older children, consider programs in which they can study languages abroad.
- Explore having an exchange student from another country in your home.
- Investigate opportunities for formal language study for your children, beginning as early as preschool and extending through their high school years.
- Reinforce existing language programs by expressing support for them to local,

state, and national representatives.

- If your child is participating in a language program, talk to the teacher about what you can do at home to reinforce the learning that takes place in the classroom. If your child's school does not have a language program, talk with other parents, PTA members, and the principal about getting one started.

## What Can Teachers Do?

- Find out which languages are spoken by school staff, by students, and in the community at large. Speak with parents and administrators about options for using community resources to promote language and cultural awareness among students.
- Use resources from school and local libraries and from the Internet to enhance foreign language lessons.
- Set up an in-class lending library with foreign language books, magazines, and videotapes for students and parents to use.
- Align your foreign language curriculum with the national standards for foreign language learning.
- Plan activities that encourage students to develop an awareness and appreciation of the linguistic and cultural diversity represented in your classroom.
- Give your students opportunities to use their languages outside your classroom (for example, within your school, at other schools, or at community events or agencies).
- Encourage parents who speak a language other than English to use it with their children.
- Talk to parents about activities and study habits that can improve their children's language learning.
- Invite community members who use languages other than English in their careers to discuss career opportunities with middle and high school students.
- Collaborate with other foreign language, bilingual, and ESL teachers to share resources and work together toward common goals.
- Pursue professional development activities (attend conferences, read journals and newsletters, take courses and seminars) to keep up to date on language learning research and on new approaches to language teaching.
- Travel abroad to expand or update your knowledge of the language and culture.
- Keep up with advances in language learning technology and adopt new and stimulating approaches to teaching languages, such as promoting

videoconferencing experiences and international "keypal" projects on the Internet.

## What Can School Administrators Do?

If a language program does not currently exist in your school or district:

- Develop a rationale for establishing a program by reading professional literature on the importance of second language learning and the cognitive benefits of developing second language proficiency.
- Work with district administrators or the school board to establish a steering committee made up of parents, foreign language and other teachers, district administrators at all levels, and business and community members to investigate the feasibility of establishing a program in your school or district.
- Learn about the different types of language programs to determine the most appropriate program for your school or district.
- Take inventory of existing resources (staff and materials) to determine the type and size of program your school or district can realistically support.
- Generate community support at PTA meetings and teacher conferences. Hold district-wide planning meetings and invite community leaders, business representatives, language and other teachers, and administrators. Ensure ongoing communication among all groups that have a stake in the establishment and maintenance of language programs through regular meetings and updates.

If your school or district already has a language program:

- Ensure that all students have the opportunity to study languages.
- Hire trained teachers who are skilled in the languages they teach.
- Provide resources and professional development opportunities for language teachers.
- Promote and provide opportunities for collaboration among all teachers involved in second language education. For example, establish a committee for second language teachers.
- Purchase language materials for the school library.
- Promote and support the use of new technologies to enhance language learning.
- Devote sufficient instructional time to languages other than English to enable students to achieve proficiency. This should be a minimum of 75 minutes per

week, preferably at least three to five times per week for 45 to 60 minutes each. At the middle and high school levels, language classes should meet for as long as other academic classes, such as math and science.

- Promote articulation of language classes (the logical sequencing of courses in the curriculum to avoid unnecessary repetition) at the elementary, middle, and high school levels.
- For middle and high schools, hold career days to provide information about jobs that require skills in more than one language.
- Use student and community resources to strengthen the program (for example, through tutoring, international fairs, cross-cultural exchanges, and guest speakers).

#### What Can Policymakers Do?

- Budget adequate financial resources to establish and improve second language programs in your school district or state.
- Support and fund professional development programs for second language teachers.
- Support and fund curriculum development projects carried out by second language teachers.
- Establish policies that promote the study of second languages at all levels by all students.
- Support research on the effectiveness of various models and practices for second language programs.
- Support the establishment of standards for and assessment of student and teacher performance at local, state, and national levels.
- Support policies that respect the diversity of students in your community or state.

#### What Can the Business Community Do?

- Make policymakers aware of the need for workers to be proficient in more than one language.
- Send company representatives to school career days to talk to students about the important role that languages other than English play in the workplace.
- Talk with teachers and administrators about how they can help prepare students to work in an increasingly global economy.
- Establish partnerships with schools, other businesses, and communities to support activities such as student internships, tutoring, and mentoring.
- Ensure that jobs requiring language skills are filled by applicants who are truly proficient in the language needed.
- Provide employees with opportunities to maintain and improve their language skills.

- Provide appropriate cultural training for employees who work in culturally diverse environments.
- Establish partnerships with school districts to provide financial support for starting or maintaining language programs.

#### Where Can I Get More Information?

- Many of the ideas listed here are from *Languages and Children: Making the Match*, by Helena Curtain and Carol Ann Pesola (Longman, 1994), and "Elementary School Foreign Language: The Establishment and Maintenance of Strong Programs," by Marcia H. Rosenbusch (*Foreign Language Annals*, 24, 297-31, Sept. 1991).
- American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers NY 10701, phone: (914) 963-8830; [http://www.actfl.org]; e-mail: [actflhq@aol.com]
- Center for Applied Linguistics, 4646 40<sup>th</sup> Street NW, Washington, DC 20016-1859, phone: (202) 362-0700, [http://www.cal.org], E-mail: [info@cal.org]
- National Network for Early Language Learning, Attn.: Nancy Rhodes, Executive Secretary, Center for Applied Linguistics, 4646 40<sup>th</sup> Street NW, Washington, DC 20016-1859, phone (202) 362-0700 ext. 257; [http://www.educ.iastate.edu/nnell]
- An on-line directory of resources for foreign language programs, a collaboration of the National Clearinghouse for Bilingual Education and the ERIC Clearinghouse on Languages and Linguistics, will be forthcoming in Summer 2000. Visit [http://www.cal.org/ericcll/directory.html] for more information.

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- Kathleen M. Marcos  
Joy Kreeft Peyton  
ERIC Clearinghouse on  
Languages and Linguistics

## What's New in the French Review?

Coming in Vol. 74, No. 3 (February 2000)

- "Géopolitique de la langue française" (Jacques Attali) \*This is the keynote address from the Paris 2000 Convention.
- "From Classic to Pop Icon: Popularizing Hugo" (Kathryn M. Grossman)
- "Les Petits Français à l'école du goût" (Camille Garnier)
- "They're Taking Me to Marrakesh! A Seventh Grade French Class's Fantasy Trip to Morocco" (Lori Langer de Ramirez)
- "An Applied Linguist in the Literature Classroom" (Virginia M. Scott)

as well as articles on Yves Bonnefoy, Henriette Sylvie, and Hervé Guibert; and don't forget "La Vie des mots."

#### THE AMERICAN TRANSLATORS ASSOCIATION PUBLISHES GUIDE

The American Translators Association's current edition of *A Consumer's Guide to Professional Translation* is out and available. The guide is meant to facilitate a consumer's search for professional translation and to increase the public awareness of how the translation profession can enhance business and communication.

What exactly is a professional translator? How is it done, and by whom? Is it worth it? These questions and many more are answered in the guide. *A Consumer's Guide to Professional Translation* also provides information on where to find translators, translation services companies, regional and local translators' associations and much more.

To order, please contact: American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone, (703) 683-6100; Fax, (703) 683-6122; or E-mail: [ata@atanet.org]. The cost is \$5 to ATA members and \$7 to nonmembers.

The American Translators Association, founded in 1959, is the largest professional association of translators and interpreters in the U.S. with over 7700 members. ATA's primary missions include fostering the professional development of translators and interpreters and promoting the translation and interpretation professions.



# 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].

### Pamplemousse

Every teacher has a repertoire of number games, but no matter how much we think we overdo number drills, the inability to achieve instantaneous formation of numbers in French even as adults gives away the nonnative speaker. This is a game that can fill up an extra five minutes at the end of a class, provide a quick transition from English outside the classroom to the focus on French at the beginning of class, or rejuvenate a class that seems to be drifting into daydreams. We were playing this in English with exchange students from France, and they were the ones who provided me with the proper name. "Ah, vous voulez dire *Pamplemousse*," they cried when they finally understood what we were doing!

This is an old-fashioned game of "Buzz." You count around the room, and whenever the student whose turn it is has a predetermined number, instead of saying the number, he would say "Buzz." The French elementary school children are used to saying "*pamplemousse*." What a wonderful way to learn the vocabulary word "grapefruit" that is normally rather difficult to remember! (Actually, any difficult vocabulary word could be substituted for additional reinforcement.) The class decides in advance what number will be chosen. If 3 is decided, the students will count: "Un, deux, *pamplemousse*, quatre, cinq, etc." 13 is *pamplemousse*, 23 is *pamplemousse*, 30 -39 are all *pamplemousse*, with 33 becoming *pamplemousse-pamplemousse*. More advanced math students also apply the concept of multiples, but we found that too difficult at the elementary level.

Once the students are comfortable with the concept, tell them "C'est maintenant sérieux" and an error in counting or missing a *pamplemousse* opportunity will result in elimination. All students stand and an error brings on a chorus of "Assieds-toi" from the rest of the class. The last student still standing is the winner. For the more lazy types (usually sixth graders!) try the counting seated, and the errors elicit "Lève-toi!" from the class. The students will work harder to remain in the comfort of their chairs!

Elizabeth Miller  
Crystal Springs Uplands School Hillsborough (CA)

Need a fun, kinesthetic approach to vocabulary review? This works for any level. Put vocabulary words on pieces of 12x18" paper and then also write each letter of the vocabulary word on individual index cards. Students need to match the index card letters to the word on the large paper.

## ROUGE

Put one large sheet of paper with its index cards on each desk, or depending on the age level and space, put word papers with letters on floor. Students move from card to card spelling word after word and thoroughly enjoying vocabulary acquisition, review, and retention! You can also add music as the children move to each new word to really tap a variety of learning styles!

Karen Campbell Kuebler  
Wellwood International School (MD)

### AATF MEDALS

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

Name \_\_\_\_\_ Telephone: (Home) \_\_\_\_\_

Address \_\_\_\_\_ (Work) \_\_\_\_\_

Quantity \_\_\_\_\_ Quantity \_\_\_\_\_  
\_\_\_\_\_ Washington/Lafayette @ \$5.25 \_\_\_\_\_ *L'Hexagone* @ \$5.25

\_\_\_\_\_ *Les Armes de Paris* @\$18 \_\_\_\_\_ *La Minerve* @ \$22 Total enclosed: \_\_\_\_\_

Check the Materials Center (page 30) for other promotional items.

# AATF NATIONAL FLES\* COMMISSION ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2000-2001 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will organize and publicize the Contest and submit the best posters in each category to the National FLES\* Commission Poster Contest which is chaired by Delores Crump.

The theme for this year's contest is: **LE FRANÇAIS: C'EST LA BEAUTÉ DE LA VIE. French is the beauty of life.** This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon,

pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.

6. Chapter Presidents are asked to send the posters postmarked by **April 1, 2001** to Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129. Please mail the posters first class and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2000-2001 National FLES\* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 13 to order.

## AATF NATIONAL FLES\* COMMISSION ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST STUDENT INFORMATION FORM

Please type or print all requested information:

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Student's Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Teacher's Home Telephone: \_\_\_\_\_

**SIGNATURES (All are required)**

We understand that this poster becomes the sole property of the National Commission of FLES\* of the AATF and may be duplicated in publications and/or displayed at meetings.

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sponsoring Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**AATF Chapter President** \_\_\_\_\_ **Date** \_\_\_\_\_

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:

Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129

# CLASSROOM ACTIVITY

## Quebec Internet Tourist Sites

The *Guides touristiques* published for each of the twenty tourist regions of *la belle province* by *Tourisme Québec* have long been an excellent resource for teaching the geography and culture of Quebec. The booklets of about 100 pages contain maps, an overview of the region (*le portrait de la région*), various circuits listing the principal attractions, museums, parks, restaurants, and lodging. Color photos depict important sites, and advertisements add more detail. Now this information has been transferred to the Web. Although some instructors will continue to prefer the booklets for their convenience, now that the brochures have become the basis for the regional Web sites, they are much more accessible.

Activities centered around tourism allow students to explore geography while mimicking the way native speakers use the Internet when planning a trip. Two sites are convenient portals for Quebec. The best is the provincial government's site [<http://www.tourisme.gouv.qc.ca>] where students will find the page that allows them to access Quebec's twenty tourist regions, or they can try going directly to it at [<http://www.tourisme.gouv.qc.ca/francais/tourisme/regions/regionst.html>]. Another site, more commercial in nature and with less information, might be easier for students at a lower level to handle: [<http://www.quebecweb.com/tourisme/introfranc.html>]. For more information about Montreal, see *la Page Montréal*: at [<http://www.pagemontreal.qc.ca/>] or at [<http://ville.montreal.qc.ca/>].

While this article focuses on Quebec, students could use the same strategies to explore the Acadian connection in the maritime provinces (see the tourism section of Acadie.Net: [<http://www.acadie.net/>]) or Francophone Manitoba at [<http://www.travelmanitoba.com>], where the search feature will turn up a long list of sites related to Saint-Boniface. The Quebec government's *Office de la langue française* provides an on-line dictionary of Internet vocabulary students might find useful: [<http://www.olf.gouv.qc.ca/>] (Click on *Ressources linguistiques* and then *Terminologie d'Internet*).

The activities can be used singly or as a unit. They progress from simpler ones that emphasize recognition of data to simulations that are progressively more complicated. I have used the tourist agent simulation as a single independent activity both in courses on Quebec culture and in conversation courses. In a conversation course I used the package as a two-week unit. In that case, I first asked students to survey several regions on successive days.

Students then progressed to the tourist agent activity which requires that they first plan an itinerary using at least two regions and next present it to clients; the Web consultant activity served as a capstone. During the course of the unit they reported to the class on their surveys of sites, pitched their itinerary to other students who played the role of clients, and produced a written consultant's report on improving the Web site.

**I. Survey.** Each *Tourisme Québec* site contains a feature, usually called *Le portrait de la région*, that gives an overview. Ask the students to mine it for as much of the following information as possible. While most information will be found on the *Portrait d'une région* page, students may have to check other parts of the site as well.

- Quelle est la métropole (Québec, Montréal, Ottawa) la plus proche? à combien d'heures? à combien de kilomètres?*
- Quelles sont les villes principales de la région?*
- Situez la région par rapport aux principales régions géographiques du Québec: la plaine ou l'estuaire du Saint Laurent; les Laurentides, les Appalaches.*
- Y a-t-il des rivières ou des lacs dans la région?*
- Citez un événement historique ou un personnage célèbre sous le régime français (jusqu'en 1763).*
- Citez un événement ou personnage entre 1763 et la Confédération (1867).*
- Citez un événement ou personnage depuis la Confédération.*
- Citez deux attraits touristiques de la région: musées, parcs, édifices, etc.*
- Identifiez une activité pour trois des quatre saisons.*

*Conclusion: Vous êtes le directeur de tourisme de la région. Indiquez deux attraits touristiques de la région. Justifiez vos choix. Ou: Si vous avez visité plusieurs sites, dans quelle région voudriez-vous passer des vacances? Pourquoi?*

**II. Travel Agent** Students play the role of travel agents who must put together a day-by-day itinerary within one or two regions for clients who have special interests recommending activities, restaurants, hotels, etc. They then use the itinerary to convince the clients to purchase the tour package.

Assign students different regions so that all of the province will be covered when they present their itinerary to the class. When the clients have contradictory tastes the planning becomes more challenging. For other ways of organizing this activity, see

Jayne Abrate and Townsend Bowling's "Paris on the Web: Surfing along the Seine," *The French Review* 73 (2000), 1165-1178, which proposes a similar activity dealing with Paris (1169-1171). They also provide suggestions for using the Internet in the classroom.

*Vous êtes agent de voyage. Préparez un itinéraire pour deux clients de goûts opposés.*

- D'abord, décrivez vos clients (20 à 30 mots).*
- Ensuite, préparez l'itinéraire sous forme d'agenda où vous proposez des activités pour le matin, l'après-midi, et le soir, aussi bien que des restaurants et des hôtels.*
- Finalement, essayez de vendre à ces clients l'itinéraire que vous proposez. Donc, vous devez expliquer vos choix et les rendre attrayants. Dites ce qu'on peut faire à chaque endroit.*

*Contraintes:*

- un voyage de deux jours: une activité pour le matin, l'après-midi, et le soir de chaque journée.*
- un parcours qui traverse au moins une région touristique, mentionnez la géographie (le fleuve, les rivières, les montagnes, les parcs, etc.)*
- un parcours qui satisfait les goûts des deux personnes (musées, villes, stations de ski, casinos, etc.)*
- Mentionnez au moins un site historique (pourquoi est-il intéressant?)*
- Suggérez des hôtels et des restaurants.*
- Proposez des options.*
- Ajoutez quelques éléments de fantaisie!*

It can be wise to couple this activity with a review of grammar, for example, the use of the definite article and prepositions with geographical sites; the use of appropriate tenses and moods for pitching the itinerary (future, imperative, conditional of politeness); the difference between verbs of destination and verbs of motion (*aller à Montréal en voiture; conduire une voiture sur l'autoroute*).

**III. Web Masters** Students serve as Internet consultants who advise an attraction or region how they could improve their site. Students should first identify what they consider to be the attraction's most distinctive features. How could these features be made more appealing to potential tourists (perhaps American or French ones)?

- 1. Evaluation of the Web site.** The first

step of the consultant's job is to assess the site itself. This is a more complicated version of the survey in activity 1 in that it focuses more on how the site presents the region than on retrieving basic information about the region. I prefer to have students concentrate on the information the site provides about the region and only secondarily on how it functions as a Web site. Students determine the overall interpretation of the region that is projected by the written text and accompanying images.

a. *La page d'accueil donne la première impression et oriente le visiteur. Citez au moins deux attraits principaux de la région selon la page d'accueil. (Par exemple, nature, vie culturelle, patrimoine, etc).*

*Que représentent les images sur la page d'accueil?*

*Comment est-ce que les images renforcent le texte écrit?*

*Quels choix est-ce que la page d'accueil offre au visiteur pour continuer sa visite du site?*

b. *Cliquez sur deux ou trois des choix proposés par la page d'accueil. Est-ce que ces sections mettent l'accent sur les mêmes points importants soulignés par la page d'accueil ou sur d'autres points? Citez-les.*

c. *Quels sont les points forts du site actuel? ses points faibles?*

2. **Consultant's Report.** Suggest that students concentrate on the content of the site rather than its Internet features per se (ease of navigating, flashy visuals, etc.). If students have access to the printed brochures of *Tourisme Québec*, they might compare them to the Web sites.

The site is now designed for the general public. If students do further research on the region, using either print or Web sources, they can suggest improvements to the site based on this more extensive knowledge: other options for travel, other attractions. If their knowledge of the region is limited to the information provided by the site itself, their suggestions can focus on how to make the site itself more user friendly, more attractive. This may require that students have an extensive mastery of Internet and computer vocabulary, but the *Office de la langue française* site listed above can be helpful in this regard. It is often easier for students to suggest how the site can be refocused for a narrower interest group. For example: American tourists who are interested in what Quebec offers that they can't find in the U.S. (natural features that are unique to Quebec, Quebec's French culture, but who could be reassured that English can be used almost

everywhere); French tourists who are interested in Quebec's natural beauty and how Quebec has adapted its French heritage to a North American context; or make it appeal to the age group of the students, skiers, or nature lovers, etc. This strategy allows students to recombine the information that the site already contains.

*Vous êtes un consultant qui propose au webmestre (l'administrateur du site) comment il pourrait réorienter son site pour attirer un public plus spécialisé.*

a. *Pour quel public proposez-vous un site plus spécialisé? Décrivez l'âge, les intérêts, les moyens financiers, etc. de ce public.*

b. *Quels attraits de la région proposez-vous de mettre en valeur pour attirer ces touristes?*

c. *Qu'est-ce qu'il faut ajouter au site pour attirer ce public?*

d. *Décrivez la nouvelle page d'accueil (texte et images) que vous proposez. Un nouveau slogan? D'autres images?*

e. *Quels nouveaux liens proposez-vous pour aider et informer ce public? Comment est-ce que ces changements vont attirer ce nouveau public?*

More Web-adept students might want to produce such a page rather than simply describe it.

Tom Carr

University of Nebraska-Lincoln

## LIENS SUR LE QUÉBEC: LISTE DE SITES WEB

**ÉduQuébec:** Renseignements sur le monde de l'enseignement et de la formation collégiale et universitaire au Québec [<http://www.eduquebec.gouv.qc.ca>].

**L'ÎLE:** Le Centre de documentation virtuel sur la littérature québécoise [<http://www.litterature.org>].

**Office de la langue française:** Organisme gouvernemental québécois chargé de faire la promotion du français [<http://www.olf.gouv.qc.ca>].

**Association québécoise des écoles de français:** L'AQEF offre des programmes d'immersion à une clientèle internationale [<http://www.aqef.qc.ca>].

**Le français en affaires au Québec et en Amérique du Nord:** Site de références et de ressources pédagogiques [<http://francais-affaires.com>].

**Gouvernement du Québec:** Site officiel du gouvernement du Québec [<http://www.gouv.qc.ca>].

**Ministère des Relations internationales (MRI):** Site officiel du MRI du Québec

[<http://www.mri.gouv.qc.ca>].

**Ministère de l'Éducation:** Site officiel du Ministère de l'Éducation du Québec [<http://www.meq.gouv.qc.ca>].

**Québec-Info:** Québec-Info est un répertoire complet des médias québécois d'expression française qui possède une version électronique [<http://get.to/quebec-info>].

**La Toile du Québec:** Répertoire du Web québécois [<http://www.toile.qc.ca>].

**Québec Audiovisuel:** Site qui s'adresse à tous les publics ayant un intérêt pour la production cinématographique ou télévisuelle québécoise, qu'il soit d'ordre consultatif ou commercial [<http://www.quebec.audiovisuel.com>].

**PetitMonde:** Le plus vaste réseau mondial francophone des amis de l'enfance et de la famille [<http://www.petitmonde.qc.ca>].

**Bonjour Québec.com:** Site touristique officiel du gouvernement du Québec [<http://www.tourisme.gouv.qc.ca>].

**Canadian Film Distribution Center SUNY Plattsburgh:** Centre national de distribution de vidéos et de films éducatifs sans but lucratif (films et vidéos en français disponibles) [<http://canada.plattsburgh.edu/video.htm>].

**La Dictée des Amériques:** Compétition annuelle internationale d'orthographe de la langue française [<http://www.dicteedesameriques.com>].

**Registre Classes@Classes:** Un site qui apporte un support pédagogique et technique dans le domaine des télécollaborations. Le registre rassemble des annonces de projets par et pour les enseignants [<http://www.io.rtsq.qc.ca/Correspondance/CorreS2.html>].

**TV5:** La télévision internationale de langue française [<http://www.tv5.org>].

**Le Québec aux États-Unis:** Site maintenu par la Délégation du Québec à New York. Renseignements à jour sur l'éventail des activités du gouvernement québécois aux États-Unis et informations d'ordre commercial, culturel et autre [<http://www.quebecusa.org>].

**American Council for Quebec Studies:** Les études québécoises aux États-Unis [<http://acqs.plattsburgh.edu:81>].

**Exportlivre:** Agence d'exportation en mesure de fournir, partout dans le monde, tous les livres québécois et canadiens disponibles [<http://www.cyberglobe.net/users/exportlivre>].

Françoise Cloutier

Chef du pupitre Nouvelle Angleterre

Direction États-Unis

Ministère des Relations internationales du Québec

## Application deadline: Tuesday, February 15, 2001

### Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2001 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

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

The scholarship recipient may choose one of two sessions, July 3-20 or July 23-August 10: The intensive courses available during the first session (July 3-20) include: *Communication orale, Communication écrite* or *Atelier d'enseignement du français*. The second session (July 23-Aug.10) includes: *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director: **Serge Bienvenu, Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7; Tel: (514) 343-6990; FAX: (514) 343-5984.**

### AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2001 at the University of Mons. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees (see November issue or AATF Web site for more information).

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2002

AATF conference in Boston.

### AATF French Government Scholarships

The French Cultural Service is offering AATF members 20 scholarships for study in France during the summer 2001. More information will be posted on the AATF Web site as it becomes available [<http://aatf.utsa.edu/>].

### Quebec Research Seminar

A number of scholarships will be available for a research seminar on Quebec civilization to be held in July 2001. More information will be posted on the AATF Web site as it becomes available [<http://aatf.utsa.edu/>].

### Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 2000-2001. Preference will be given to members who have been in good standing since January 1, 1998.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1996-2000) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2001-2002, and recipients of the Belgian scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Boston, as indicated above.

### Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2001. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted) or program of study (student applicant);
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation;

### Application

Application forms are available from your local Chapter President, on the AATF Web site [<http://aatf.utsa.edu/>], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation **plus four copies** be sent directly to Jayne Abrate, AATF Executive Director. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus four copies** of the application form and supplementary pages, cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, separate sets of application materials must be submitted for each country.
- 5) The application must be **postmarked by February 15, 2001**, to be considered for the scholarship. Incomplete applications will not be considered.

### REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Eric Vincent along with a visit of Paris. The multicultural Francophone flavor of Vincent's music and the dynamism and poetry of Paris combine to create an exciting document to accompany any language program. The 40-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 30 to order. The cost of \$40 (member price) includes the video and study guide as well as postage and handling. Additional copies of the study guide are available for \$1 each.

## NEW! TWO AATF PROMOTIONAL FLYERS



### A. *French by the Numbers*

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace.

### B. *French is Not a "Foreign" Language*

Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

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.

A. \_\_\_\_\_/B. \_\_\_\_\_ 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 30. 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 *Why Learn French?*
- 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 30 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. This form must accompany all orders.

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

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

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

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

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

# **AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS**

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

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

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2002. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2001, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Denver.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be sent to the awards chairperson by the deadline of **March 15, 2001**.

The selection committee will consist of two members of the AATF Executive Council and one teacher-member at large. Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator. A teacher may receive the award only one time at the same level.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

## **TIME LINE**

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 15, 2001**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 15, 2001. The recipients will be notified by April 30 so that they can make arrangements to be present at the awards program.

## **QUALIFICATIONS**

1. Nominees for the AATF award must have a minimum of five years of teaching experience at the level for which they are candidates and must be teaching currently at the level for which they are candidates.
2. Nominees for the award must have

been members of the AATF for the past five consecutive years.

3. Current AATF regional or national officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level for which they are candidates.
5. Nominees must be participants in AATF activities locally, regionally, or nationally.

## **EVALUATION CRITERIA**

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have lead to
  - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
  - b. increased enrollment or expansion of curricular offerings,
  - c. previous teaching awards,
  - d. student participation in extracurricular French activities and exchange programs, or
  - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
  - a. participation in foreign language conferences and workshops
  - b. pursuit of advanced degrees and education
  - c. grant-supported research, projects, workshops, or travel
  - d. leadership and service in professional organizations
  - e. research or presentations at conferences or publications in professional media.
  - f. sponsorship of extracurricular activities or student exchange programs.

## **NOMINATION PACKET**

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages

one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available on the AATF Web site [<http://aatf.utsa.edu/>], from Chapter Presidents, and upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the five packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **March 15, 2001**.

## **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, available to teachers at all levels who want a secure place to maintain their complete placement file.

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].

# MOTS CHASSÉS:

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Exercices sur l'article "La Vie des mots" paru dans la *French Review*, Vol. 73, No. 6, May, 2000. Le corrigé se trouve à la page 33.

## A. Mettre au passif

1. Cette information ne me concerne pas.
2. Cette cassette sonore reproduit le bruit d'une machine à écrire.
3. Les actifs paient leur cotisation de retraite mensuellement.
4. Est-ce-qu'il a dissimulé sa calvitie à l'aide d'une perruque?
5. Pensez-vous que ses collègues le détestent?
6. On lui a offert une robe de chambre pour Noël.
7. Un charlatan lui a mal percé le nombril.
8. Ce retraité a augmenté ses revenus en jouant à la Bourse.
9. Quels bons petits plats ma grand-mère préparera-t-elle pour la Saint-Nicolas?
10. Imaginez qu'il réduise son tour de taille en faisant des abdominaux quotidiens.

## B. Répondre aux questions suivantes

1. Comment un salarié peut-il arrondir ses fins de mois?
2. Comment un homme peut-il vaincre son embonpoint?
3. Comment une femme peut-elle résister aux outrages du temps?
4. Que faire quand on «s'ennuie comme un rat mort»?
5. Pourquoi prend-on sa retraite?

## C. Quelles sont les expressions tirées de ce texte qui expriment le «farniente»?

## D. Mettre à l'impératif les verbes des phrases suivantes.

1. Il décampera d'ici.
2. Tu prendras le pastis avec tes copains.
3. Vous devez vous creuser les méninges.
4. Il nous est interdit de «faire du grabuge».
5. Tu devrais bien aller faire des ménages.

## E. Mettre la préposition qui convient.

1. J'ai confondu ce mot italien \_\_\_\_\_ ce mot espagnol.
2. J'hésite \_\_\_\_\_ deux cadeaux utiles.
3. Pierre adore jouer \_\_\_\_\_ des jeux de hasard.
4. Il dissimule son obésité \_\_\_\_\_ des vêtements amples.
5. Ce retraité est dépassé \_\_\_\_\_ des ordinateurs.

Colette Dio, Nancy, France



# GIVING BEGINNING FRENCH STUDENTS THE BUSINESS: THE CASE FOR TEACHING BUSINESS FRENCH AT THE BEGINNING LEVEL<sup>1</sup>

## I. The Curriculum and the Pluridisciplinary Needs of Our Students

When the members of the European Union introduced the use of a single monetary system (Euro) on January 1, 1999, the rest of the world was faced with a serious challenge. The leaders of our society are faced with the responsibility of educating its members and responding to a new globality. Education and learning become the clear medium for providing these skills and expertise. We, educators, have reached the point where our curriculum in the humanities and the liberal arts must also face the pluridisciplinary needs of our students. Nowadays we are constantly being faced by headlines where new large economic markets are replacing old countries, where technology and electronic communication will soon eclipse traditional means of communication, and “departments organized along national boundaries (France, Italy, Germany)—or language families (Romance, Slavic, etc.)—are representative of the past and willy-nilly will need to adapt to the new world order” (Furman, 1998, p. 69). There are many articles in our journals and many sessions in conferences that have already discussed this need for a change in our curriculum. Unfortunately, a majority of these articles are mostly responding to the implications of our changing enrollment patterns and thus, only indirectly accepting the challenges of our new globality. Our departments are reacting rather than acting. They are responding rather than establishing.

Rather than just reacting to the declining enrollment patterns in French, our curriculum must act on the changing, multi- and interdisciplinary needs of our students as they are faced with a new globality and technology that is characterized by rapidity, flexibility, adaptability, permanent change, and uncertainty (Smadja 94). The most serious threat to our enrollment pattern is the continued belief that we can maintain our curriculum and have our students learn foreign languages as we have taught them the past decade. Our globalized and cybernetic world will convince our students otherwise. As Finel-Honigman pointed out in her article, business French should not be perceived as a violation of the literary canon (15). To isolate French in its traditional literary program from global affairs is to prove its elitism, which may later lead to the demise of the French program altogether (23).

## II. Re-thinking and Re-shaping Our Image or Establishing a New One?

Furman’s article in *Profession 1998* states that to be relevant to our clients, the students, departments must rethink their goals, their disciplinary boundaries, and their course offering (70). I would like to prescribe a more basic modification by proposing a variation to the oft taken for granted beginning French class. In pursuing curricular changes to respond to the needs of our advancing globalization, we tend to overlook the basics. I am supporting a different way of teaching beginning-level French, not replacing the traditional way it has been done, but to complement it as an alternative (in the same way some universities use a video program to teach basic language classes like *French in Action*). Instead of just having a cultural and literary enhancement of the basic grammatical text, it can be enriched with business vocabulary and commercial discussions, and the activities following each grammatical lesson can be set in business context using commercial terms and scenarios. At this basic grammatical level, it would be unwise to offer a full-blown business French course. Instead, we can offer a class that will fulfill the language requirement but at the same time provide some cultural information other than just literature, history, or civilization in the culture sections.

In the textbook *Rendez-vous: An Invitation to French* by Muyskens and Omaggio Hadley (1998), each chapter is made up of the following four sections: themes and vocabulary, grammar and functional use, culture and readings, skills practice. A business French context can be incorporated in all these sections. Let us take *Chapitre 3* as an example. The theme and vocabulary regard *le logement*. A few business vocabulary terms can be added to this, perhaps in the line of a foreign student doing an internship program abroad. Words and expressions like *en stage*, *stagiaire*, *le dossier*, *l’affiche*, *l’imprimante*, *l’organigramme*, *surfer le Web*, etc. can be incorporated. This chapter also contains the grammatical lesson on -IR verbs. This section can be amplified with verbs like *remplir*, *investir*, *fournir*. This business vocabulary can also be added to the *Vérifions!* and *Parlons-en!* activities for functional use at the end of each grammatical segment. The section on culture and readings contains four parts: *En savoir plus*, *Réalités francophones*, *Le monde francophone*, *Lecture*. These sections are in English from Chapters 1-7, and from 8-16 are in French. Such readings can definitely be enhanced with business context,

or another part can be created with a purely business context. The proposed section could be called *Culture et affaires*. Since Chapter 3 is on *Logement*, a brief English passage on French/Francophone use of time and space can be informative. The last section of each chapter is comprised of parts like *Mots-clés*, *Étude de prononciation*, *Situations*, *Avant de lire*, *Par écrit*, and *À l’écoute*. The dialogues, readings, listening comprehension tape and vocabulary presented in these areas can be amplified with topics relating to technology, commerce, and the professions.

It might even be possible to incorporate and integrate the ten *comportements* which Eichmann (1998) suggests that we apply when teaching a unit on French economy. *Comportements* such as *l’harmonie de l’ensemble*, *l’horreur de l’imprécis*, *l’homme est un animal social*, *l’idéal de civilisation*, *le manichéisme français*, *la peur du risque*, *l’esprit du clan*, *l’État-papa* may be introduced as cultural readings in English or in French, then incorporated in dialogue scenarios and functional use contexts for application.

Universities that have not yet established Foreign Languages across the Curriculum (FLAC) or Languages across the Curriculum (LAC) might have a hard time accepting the idea of a business/commercially oriented beginning French level. On the other hand, those universities who already have strong cross-curricular or interdepartmental programs (like the Business, Culture and Languages Program of the University of Maryland [Hinshaw] or the University of North Carolina Charlotte Program [Doyle]) may be able to implement a separate track of beginning-level French for the professionally inclined students fulfilling their language requirement. This type of program in French and Spanish was implemented for the first time at the University of South Carolina Spartanburg during Fall 1998. Regis Robe, who taught the French class, said that this program works (A discussion of his experience is presented in the next section).

Business French introduced in the beginning level would serve four purposes:

- Students can use this class as part of their fulfillment of the foreign language requirement.
- This class can encourage students to pursue higher levels of business French.
- This class can also be a starting point for programs like FLAC or LAC (See Adams and Knox).

<sup>1</sup>This article is an excerpt of the article which appeared in the *Journal of Language for International Business*, 11.1 (2000): 1-16. It is printed here with permission.

d. This class can show students that pursuing their studies in French does not necessarily lead to literary studies. Gilbert clearly stated in her "Final Report of the ULA Committee on Professional Employment" in winter 1999 that departments should rethink or even cutback their graduate programs that lead to academic jobs (64). Based on statistics, undergraduates must first understand the job market crisis before continuing their education with a Ph.D. in a foreign language literature. Recent MLA studies show that between 1990-1995, 2,871 graduate students received doctorates in foreign languages and only 1,235 or 43% found full-time tenure-track jobs the same year as their degree (57). It will also be possible to assume that the Spanish graduates will have a higher percentage rate of employment than the other foreign language graduates. Gilbert and Franklin have in fact questioned the wisdom of producing more Ph.D.'s in a depressed job market (64). Angelini (1998) made a direct reference to the actuality that our universities' traditional graduate literary programs "are not producing educators" to face the realities of our professionally-oriented student body (53).

### III. Problems Ahead

The first and most urgent problem of introducing a beginning-level of French with a business perspective is academic resistance. The implementation of a beginning level of French with a business perspective will most likely become a departmental decision, and most members of a foreign language department will value the literary and intellectual significance and prominence of French rather than the business perspective. Business will be perceived as more utilitarian, particularly since most full-time tenure-track members of the department whose votes will count do not teach the beginning language level. According to the *1999 MLA Committee on Professional Employment Report*, the staffing patterns in 1996-1997 of the introductory language sections of foreign languages are as follows: 68% by graduate students, 7% by part-time faculty members, 15% by non-tenure track faculty members and only 10% by full-time tenure-track faculty (Gilbert 57). Full-time tenure-track faculty teaching introductory level courses only account for 10%, and perhaps they teach these classes only for a temporary or short time period. Making a departmental academic decision to teach a beginning level of French with a business perspective will need much more support from faculty. Unfortunately, most faculty

members do not teach beginning-level courses, so first we have to convince them.

The first problem leads to the second problem. There is a very limited choice of textbooks, and those available need to be improved greatly to even come close to rivaling a beginning language text that has: textbook with an instructor's edition; workbook; laboratory manual along with an audio cassette program; instructor's manual and resource kit; student tapes of vocabulary and dialogues; testing program; electronic/computerized language tutorials; slides; training and orientation manuals; Web sites; video programs, etc.

We definitely need to develop the materials available for implementing a stronger case for teaching beginning level French with a business perspective. The most valuable resources for this level right now are two texts by Richards and Van Hooff (1996): *French for Business: An Interactive Approach for Beginners* and *French for Business: An Interactive Approach for Advanced Beginners*.

Will Thompson distributed a bibliography at the 1998 Center for International Business Education and Research (CIBER)-sponsored workshop at the University of Memphis where he lists three other beginning-level texts in Business French. Coultas' (1992) *Teach Yourself Business French: A Complete Course for Beginners* (National Textbook) and Hill's (1993) *Just Listen n' Learn Business French* (National Textbook). Although both texts are for beginners, they do not essentially manifest a university text. The third textbook by Truscott, et. al (1994), *Le Français à grande vitesse* (Hachette) was not written for the American student.

The University of South Carolina Spartanburg just started teaching a business track in their introductory level of French and Spanish in 1998-1999. Regis Robe insists that teaching beginning-level French with a business perspective works but requires a lot of preparation from the instructor due to the limited resources available. Although he cautioned that it was still too early in the project to make conclusions, he mentioned that as soon as the students learned the verb *avoir*, activities could be created around it. He also pointed out that conversation was suffering since the students were preoccupied translating terms. He started with a class of 20 students during the first term and had 15 in the second term. Pascale Dewey from Kutztown University also cautioned about teaching too much at this level, adding that it might alienate students to have them learn too much vocabulary too soon. This type of class, according to her, features content learning, something students might not be used to. Despite this drawback, she indicates that this

contextual technique makes the language come alive and gives it more meaning for the students. Finally, she warns that there has to be a solid communication among the departments and colleges since knowledge "cannot be compartmentalized."

### IV. The Spanish Perspective

Bruce Fryer, co-author of *Éxito comercial: prácticas administrativas y contextos comerciales* (Harcourt, Brace, Jovanovich, 1997) and an important contributor to the Master of Arts in International Business Studies (MEBS) at the University of South Carolina Columbia noted that an introductory language level with a business perspective may be successful in areas like California and in junior colleges. He referred to the success of the Spanish textbook of Jarvis and Lebrede, already in their fifth edition as of 1996. Their system works with the central *Basic Spanish Grammar* text surrounded by optional workbooks in different fields (such as Business and Finance, Social Services, etc.). Fryer further explains that for this type of introductory language level to work a homogenous group of students needs to be identified. Then comes the problem of maintaining and controlling this group. What will happen if students decide to crossregister, that is, to sign up for the business track introductory level then shift to the second term traditional introductory level? Will there be some information gaps?

At the Spartanburg campus of the University of South Carolina, Sharon Cherry has had similar problems. Miscommunication among offices and departments led to the second term of her business track introductory level being closed to students who took the first term.

I perceive these as learning experiences from which to improve future programs. For the textbook of Jarvis and Lebrede to reach its fifth edition must mean that it is being well used, and consequently being developed. The realities of Spanish may be quite different from those of French, but we can still learn from their experiences.

### V. Conclusion

We in French do not really want to jump onto the bandwagon and do what Spanish has done, but we certainly need to establish a new perspective. This proposal reflects a change to mirror the realities of our world. Since this is a recommendation and just in the beginning stage, its development and a more careful study of its possibilities will be necessary if we as a faculty, as departments really wish to respond to the cybernetic fluctuations and vacillations of our globalized society.

In conclusion, I would like to use the information shared with me by Bruce Fryer

during the course of our conversations. He informed me that a CIBER office has received a large grant to formulate a Spanish Exam similar to but different from the Madrid Chamber of Commerce Exam. The reasoning behind this is that business from Spain represents approximately 5% of Spanish business in the U.S. compared to business from Central and South America. In the same light, one might ask the percentage of students taking introductory level French who are interested in pursuing a career in literature. We might be (un)surprised to find out that our mostly literary-oriented departments of foreign languages are not representing the needs of our introductory language level college students.

In responding to the evolving needs of the majority of students who study French (introductory level), full-time members of the department must actively interact with them to understand their goals. It seems unfortunate that most big universities use T.A.s and adjuncts to teach these classes. Despite the effort of some faculty to offer varied and globalized programs in higher-level French, most students are lost before they even reach the second year. French departments should seriously examine their response to the following questions:

- What career focus do our T.A.s and adjuncts project/give to beginning level students?
- Why do we have fewer students taking beginning level French every year?
- What image of French do our local high school teachers project to their students?
- Why do our departments insist on globalizing French for professional use only in the third and fourth years?
- Why do we emphasize literature in the beginning level?
- What kind of service do we give/fail to give our beginning level students by emphasizing literature?
- How much do we want to encourage our beginning level students to pursue further studies (other than literature) in French?
- And finally, what image of French do we as a department project to our students and to the university/college as a whole?

Juanita Villena-Alvarez

University of South Carolina Beaufort

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



## The AATF National Commission on Cultural Competence is active and needs your support!

We hope that you noticed the announcement and order form for the second volume prepared by the Commission and 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 original essays on contemporary French society and was edited by Marie-Christine Koop, with the assistance of Rosalie Vermette. Information on this volume appeared in the November issue of the *National Bulletin* and may be found on the Commission Web site at [<http://courses.unt.edu/koop>]. Take advantage of the special price offered to AATF members until January 31, 2001! Remember that royalties revert to the AATF.

You will find a list of Web links to Quebec on page 20. It was kindly provided by Mme Françoise Cloutier, Chef de pupitre Nouvelle-Angleterre, Direction États-Unis of the Quebec Ministry of International Relations.

An article sponsored by the Commission appears on page 19. Tom Carr has written a complete cultural unit organized around the Web site of Tourisme Québec.

Alain-Philippe Durand is still conducting research in order to identify American institutions that offer programs in French society and culture and to establish some collaboration with associations in this area. He hopes to present the results of his survey at the AATF convention in Denver.

Finally, a two-week research seminar in Quebec is currently being organized by Marie-Christine Koop for July 2001. Details and application materials for participants will appear on the AATF and Culture Commission Web sites when they become available.

### The Commission needs more active members! Send us your ideas and contribute to the *National Bulletin*!

Commission Co-Chairs may be contacted as follows:

Marie-Christine Koop  
Dept. of Foreign Languages and Literatures  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
[koop@unt.edu]

Sharon Rapp  
Foreign Language Department  
Conway High School West  
2300 Prince Street  
Conway, AR 72032-3749  
[sbrapp@conwaycorp.net]

Visit the Commission Web site at [<http://courses.unt.edu/koop/aatfculture.htm>]

## TEST YOUR KNOWLEDGE ABOUT LANGUAGES!<sup>1</sup>

Use this little quiz for your next open house or as an end-of-class activity for students.

Take the global awareness quiz! Which of the following languages is the correct answer for each of these questions:

1. This language is widely spoken in over 20 countries.
2. Students who study this language consistently outperform all other students on the verbal portion of the SAT test.
3. This language is spoken in the country with the third largest economy in the world.
4. The people who speak this language constitute the world leaders in medical and genetic research.
5. The people who speak this language are the world leaders in commercial satellites and telecommunications.
6. Even a basic knowledge of this language will cut down the labor and pains of learning almost any other

- subject by at least 50% (Dorothy Sayers, *National Review*).
7. 330 million people speak this language.
  8. This language, along with English, is the official working language of the United Nations, the International Olympic Committee, and the International Red Cross.
  9. This language is the second language of the Internet.
  10. This language has more native speakers than English.

Why Study a Foreign Language?  
[<http://eleaston.com/methods.html>]

<sup>1</sup>Reprinted from *The Cardinal*, newsletter of the Ohio Foreign Language Association, Vol. 39, No. 2, December 2000.

Answers: 1. Spanish; 2. Latin; 3. German; 4. French; 5. French; 6. Latin; 7. Spanish; 8. French; 9. French; 10. Spanish. Note: This quiz refers to the most commonly taught languages in schools.

## 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.

**CHECK THE WEB FOR  
UPDATES ON DENVER**  
The AATF Web site will have regular updates on activities occurring at the Denver convention at [<http://aatf.utsa.edu/>]. The preliminary program will be posted and periodically updated as soon as it is available.

## 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, 1999, and 2000 (Nov. issue). 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.

## 2001 ELECTION RESULTS

**Vice-President: Margaret Marshall (LA)**

**Region I (Metropolitan New York): Myrna Delson-Karan**

**Region III (New York State): Georgette Schmidt**

**Region V (South Atlantic): Danielle Raquidel (SC)**

### NEW STAFF MEMBERS

**Managing Editor, *French Review* (Vol. 75):**

**Clyde Thogmartin (IA)**

**Advertising Manager, *French Review* (Vol. 75):**

**Rosalie Vermette (IN)**

We would like to take this opportunity to congratulate the new Executive Council members, Margaret Marshall, Myrna Delson-Karan, Georgette Schmidt, and Danielle Raquidel, and to welcome them to the Executive Council. The winners were elected to three-year terms beginning January 1, 2000. At the same time, we welcome new *French Review* staff members, Clyde Thogmartin and Rosalie Vermette who will officially assume their duties on July 1, 2001 but will begin working on preparation of the next volume of the *French Review*. We offer our heartfelt thanks to current Managing Editor James Gilroy and longtime Advertising Manager William Goode who will be finishing their duties in the coming year.

We also wish to thank Michèle Magnin, Allen Remaley, and Jean Marie Walls for demonstrating their support for the AATF and for their involvement in AATF activities, past, present, and future in agreeing to run for office.

Jayne Abrate, Executive Director

## QUEBEC STUDIES GRANT OPPORTUNITIES

In order to increase knowledge of Quebec in the U.S., the *Ministère des Relations internationales du Québec* has established a financial assistance program for Quebec studies for the benefit of professors/researchers at American institutions of higher education. The Program's four components are:

### (1) Grants to Professors/Researchers

This component encourages research on all aspects of contemporary Quebec society that will lead to a better understanding of Quebec. Focusing on economics, business, trade, political science, other social sciences, energy, the environment, health, history, literature or culture, with a unique relevance to Quebec or to Quebec-Canada/U.S. relations, the grant assists scholars at American universities in the writing of a publishable article-length manuscript or a book, the creation of a new course on Quebec, or the addition of a new unit on Quebec to an already established course. Award range: \$2500 US to \$5000 US for projects carried out in Quebec. Deadline: **March 15, 2001**.

### (2) Library Matching Grants

The Government of Quebec has made matching funds available for eligible libraries and educational institutions to purchase Quebec books, periodicals, and audiovisual materials. The aim of the program is to assist American institutions in acquiring documentation that will help acquaint faculty members and students with Quebec. Special attention will be given to aiding Quebec

studies programs in the U.S. Grant award range: up to \$1000 US.

### (3) Grants to Study Centers

This component is designed to enable university study centers interested in Quebec to obtain a grant to help develop or strengthen their academic activities involving Quebec (teaching, research, student study sessions in Quebec, etc.). Award range: up to \$5000 US.

### (4) Speakers and Writers

This component is designed to give university centers or institutions access to Quebec speakers and writers. The lectures may focus on various subjects (economics, society, technology, the political situation, literature, etc.). Lecture tours will be encouraged as much as possible. Grant award range: financial assistance to cover part or all of the cost of transportation, accommodation/living expenses, and speakers' fees; priority will be given to jointly funded projects.

For complete descriptions of the components of the Quebec Studies Program and information about application procedures, please contact Timothy J. Rogus, Public Affairs/Midwest Quebec Delegation/Chicago, 225 West Washington Street, Suite 1100, Chicago, IL 60606-3418; Telephone (312) 578-0434; Fax: (312) 578-9544; E-mail: [timothy.rogus@mri.gouv.qc.ca] or consult [http://www.quebecusa.org] or [http://www.mri.gouv.qc.ca/dans\_le\_monde/etats\_unis/studies/]

# 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. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>]. Please allow 3-4 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)

**2 NEW Flyers!** *French by the Numbers & French is Not a "Foreign" Language* highlight the importance of French in the world and to speakers of English. 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*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.

*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).

## 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

## OTHER MATERIALS

**NEW!** *Posters*. Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes study guide. \$15 set of 6 only.

*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).

*AATF Tote bag: Le français au cœur de l'Amérique."* Black nylon with handles. \$10.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 6/30/01.

National French Week 2001 materials will be announced in the April issue of the *National Bulletin* and will be posted on the AATF Web site [<http://aatf.utsa.edu/>] as soon as they become available.

## MYSTERY THEATER IN THE FRENCH CLASSROOM

It was a dark and stormy day, and I was looking for a way to light up my French language classroom with some fun, interactive activities to get students speaking, writing, and thinking in French. Why not pique their curiosity with a little mystery? For years, I have used the mystery story as a vehicle to test verb conjugations (fill-in the blanks of the story with an appropriate verb form) or to target certain language functions (for example, students act as detectives and pose questions about a crime scene drawing of a room). However, I wanted to try to go beyond these discreet tasks. Rather than have the students read mystery stories imagined by myself or others, I decided to try to find ways to engage them in actively creating their own mysteries while still accomplishing classroom objectives. One mystery-related activity I have used successfully in my intermediate and advanced French language courses is "mystery theater."

In the tradition of popular dinner theaters and mystery weekend vacations, this activity engages students in speaking and listening situations where accurate self-expression and listening comprehension are imperative to solve a mystery. The activity requires a significant amount of preparation on the part of the instructor (even more for larger classes), but the results have been fantastic in my courses. On a particular chosen day, usually towards the end of a unit, I will set aside 30-40 minutes for this activity, depending on the size of the class. I begin by writing on the blackboard and explaining (1) where we are (sometimes I draw scenes on the blackboard or bring in posters), (2) what the date is, (3) who is at this site (listing character names and the names of students playing the characters on the board), and (4) what the main mystery plot is. The setting and topic are chosen to correspond to the cultural context and/or language functions studied in the unit we are completing. For example, when my second-year French students were finishing a chapter on Quebec in which there was a review of the past tenses and the vocabulary focus was on professions, our mystery theater setting was a bus accident on the highway between Gaspé and Quebec.

After the initial introduction of the setting, each student is given an index card with a name on one side and on the other side a

description of the person's character, a goal for the person to accomplish, and any relevant vocabulary terms the student may need to accomplish this goal. The trick is that there must be more than one plot line in order to engage all of the students in the game and to encourage students to speak to a variety of other characters in search of answers. Each student must have a personal issue or mystery to solve, in addition to being curious about the main mystery plot.

After spending a minute or two studying their roles, the students must get up and walk around the classroom, speaking to as many different people as possible in order

compartiment after the accident?) Another person was concerned about her boyfriend flirting with one of the other passengers while she was asleep (Did anyone notice? What were they talking about?) Another has a deadline to meet and needs to find out when he will make it to Quebec.

Another person is Céline Dion in disguise and who does not want to be recognized so avoids giving out personal information. Another is an insurance salesperson who wants to sell policies. Yet another is an undercover police inspector, and so on. The smaller the class, the easier it is to coordinate the characters so that each student will need to speak to at least three or four different people to get the answers needed and to provide information for others but will probably speak to many more people in order to find the three or four needed to give/seek specific answers to questions.


For example, for a class of students playing the mystery theater "Un accident au Québec," some of the character cards (written in English or French, depending on the level of the class) could resemble the following:

1. Jean-Paul Soif, the Bus Driver: You have been a bus driver in Quebec for 10 years and this is your first accident. You think it was caused by ice on the road (you would never drink on the job!). You are not sure because you were distracted by the conversation of a man and woman flirting in the second row. You think you overheard the man plotting to murder his girlfriend!


2. Julie LaFont, Police Inspector: You are an undercover police inspector who happened to be returning to Quebec on the bus in question. Take charge of the investigation and find out what caused the accident. Be sure to get everyone's name and profession for your official report and decide, based on your interviews with the passengers, what was the most likely cause for the bus accident.

3. Pierre Dubois, Insurance Salesperson: You are an insurance salesperson riding on the bus from Gaspé. You saw a sports car cut in front of the bus right before the accident but are not sure if it caused the accident. Anyway, this seems like a great opportunity to sell some new policies. Try to get the names and professions of the passengers and sell as many auto insurance policies as you can.

4. Céline Dion: You are the famous singer



**The Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association**  
**2001 Joint Conference**  
**March 8-10, 2001**  
**Ocean Dunes/Sand Dunes Resort & Conference Center**  
**Myrtle Beach, South Carolina**  
**Special Features: Whole-day ACTFL Workshop/ Half-day AATSP Workshop/ Advocacy Session/ New Visions Update/Concurrent Sessions/ Exhibits**  
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**Conference Registration Materials available in October 2000**  
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**telephone: 770-992-1256/ 165 Lazy Laurel Chase**  
**Roswell, GA 30076**



to get answers to their questions and to answer others' questions. If organized properly, there will be at least one person who has the answer needed to solve each character's personal quest, as well as answers to the main mystery. If there is a culprit in the story, it should be indicated on the student's card that he or she is guilty of the crime and should only admit it at the end of the game.

In the case of "Un accident au Québec," the main mystery revolves around why the accident occurred (Was the bus driver drunk? Was the road icy? Did another car cause the accident?). Subplots included one person whose luggage was stolen from the bus after the accident (Did anyone see the luggage? Did anyone witness the theft of the luggage? Who was near the luggage

Céline Dion traveling in disguise from a friend's house in Gaspé back to Quebec. You saw the bus driver have a glass or two of wine at the last rest stop, but you don't want to get too involved with the investigation. Try to avoid giving out personal information to anyone who asks. It's cold and snowy and you just want to get out of there because you have a concert in Montreal tomorrow night!

5. Claire Appel: You are the girlfriend of Henri Larouche, and you don't know what happened to cause the accident because you were asleep, but the roads were very icy the whole way and it was snowing a bit before you fell asleep. You think your boyfriend might be flirting with another woman on the bus. Try to find out who she is and whether or not your boyfriend is cheating on you. You looked for a name tag on her leather luggage, but there was no name or address. (You can choose your own profession, if asked.)

6. Henri Larouche: You are the flirtatious boyfriend of Claire Appel and a passenger on the bus. You did not notice anything prior to the accident (you were busy talking to the pretty woman across the aisle, Lulu Plouffe), but you did see your girlfriend near the luggage compartment after the accident and you did see the bus driver throwing something that looked like an empty bottle in the trash can. Try to get the pretty woman's phone number, but don't let your girlfriend catch you! (You can choose your own profession, if asked.)

7. Lulu Plouffe: You are a psychologist from Quebec who is returning from a weekend visiting your family in Gaspé. You were speaking briefly with Henri Larouche, primarily to see if he would sign up to be a patient in your next psychological study of human behavior under stress, but now seems like a good opportunity to interview all of the passengers about how they are handling this stressful situation. Find out if there are any patterns. You do not know for sure what caused the bus accident. It was icy, but you think the driver may not have been paying attention.

8. Chantal Pierrot: You are a business woman from Quebec traveling on the bus. You know the roads were icy, but don't know if that caused the accident. You are very concerned about your missing leather luggage. The police inspector is too busy to address missing luggage, so you must find out for yourself what happened to it. Ask around to see if anyone saw anything suspicious.

The more students you have in the class, the more subplots you need to invent to keep everyone involved. For a larger class, some of the characters may repeat information from other characters to save on preparation time or in case some students are ab-

sent. With a small class, you can tailor the names/genders/personalities of the characters to each individual student.

Students do not know ahead of time exactly who has the particular answer to the question they want resolved and therefore must speak with a variety of people. I also encourage small talk to break the ice before jumping right in to the questions. As the students mingle in the classroom and talk with the other characters, they will often get conflicting reports or strange reactions and must keep talking to a number of people to try to find out the truth of what happened. In this way, students are constantly either asking or answering questions (all in the target language, of course!) for a good 15-20 minutes (sometimes longer...they often did not want to stop!). The instructor can also have a role to play or can just mingle and ask random questions to make sure students are staying on task. At the end of the time limit, or when all possible questioning has been exhausted, the answers to the main mystery and the subplots are revealed as each character states what s/he learned from questioning others. The main mystery is revealed when the culprit confesses or, in the case of "Un accident au Québec," the police detective character comes to the most logical conclusion based on the stories of the witnesses.

A follow-up writing activity is to have small groups of students write a series of headlines that could be found in the next day's paper regarding the mystery incident. Each group writes its headlines on a section of the blackboard, and the class reviews them for grammatical correctness and imagination. For example, after "Un accident au Québec" students wrote headlines such as "Céline Dion: voleuse de valises?" or "Conducteur enivré est arrêté hier près de Gaspé" or "Céline échappe au destin de Diane." To take the process one step further, ask students to choose one of the headlines and write a short newspaper article to be turned in as an individual writing assignment at the next class meeting. These can be critiqued by the instructor or through peer review.

The mystery theater activity not only moves students out of their seats and motivates them to talk and listen and write and read, but also gets them thinking in French and actively using the language in a semi-realistic situation. Since the students are playing roles, the affective filter is lower, and students seem to enjoy using the language. The activity also serves as a review of verb tenses, vocabulary, cultural information about a particular Francophone country, and language functions. In addition, during the game, students must often improvise some information. The flirtatious boyfriend in the

Quebec story, for example, may decide on his own to try to buy a life insurance policy on his girlfriend from the insurance salesperson. My students, once they had played mystery theater a couple of times and felt comfortable with each other and with the format, really became engaged in the game and started improvising their own plot twists to the story that surprised even me when the final outcomes were revealed! Mystery theater is a nice break from the ordinary and a way to enliven and revitalize the learning experience for students.

Elizabeth Blood  
Mercyhurst College

## SCHOLARSHIP OPPORTUNITY

The American Society of the French Academic Palms (ASFAP) announces its annual summer scholarships for a secondary student and a college student of French. Deadline for application is **February 15, 2001**. Requests for information should be addressed to Anne Hebert, 2040 North Bissell, Chicago, IL 60614-4206.

## SWISS KITS 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. Contact National Headquarters.



## NEW POSTER SERIES



We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes "Parlez-vous...histoire?" "Parlez-vous...cuisine?" "Parlez-vous...civilisation?" "Parlez-vous...sciences?" "Parlez-vous...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A guide for using the posters to promote French is included. Thumbnail sketches of the six posters can be viewed on the AATF Web site at [<http://aatf.utsa.edu/>] under National Headquarters.

To order enclose a check or purchase order for \$15 and mail it to AATF Posters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

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

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

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

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

**CORRECTION DES EXERCICES** sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 73, No. 6, May 2000. Les activités se trouvent à la page 24.

**A. Mise au passif**

1. Je ne suis pas directement concernée par cette information.
2. Le bruit d'une machine à écrire sera reproduit par cette cassette sonore.
3. Les cotisations de retraite sont payées mensuellement par les actifs.
4. Est-ce-que sa calvitie a été dissimulée à l'aide d'une perruque?
5. Pensez-vous qu' il soit détesté de ses collègues?
6. Une robe de chambre lui a été offerte pour Noël.
7. Son nombril a été mal percé par un charlatan.
8. Les revenus de ce retraité ont été augmentés grâce à la Bourse.
9. Quels bons petits plats seront préparés par ma grand-mère pour la Saint-Nicolas?
10. Imaginez que son tour de taille soit réduit par des abdominaux quotidiens.

**B. Réponses.**

1. Il peut faire des petits boulots en travaillant au noir, comme par exemple, tapisser un appartement ou bricoler chez le voisin; il peut aussi jouer au tiercé ou à la loterie.

2. Un homme peut vaincre son embonpoint en faisant des abdominaux, en évitant de manger de bons petits plats, en ne prenant pas l'apéro tous les jours, en refusant de prendre des pots avec les copains et en rayant les petits fours de son régime quotidien.
3. Pour résister aux outrages du temps une femme peut se faire faire un lifting qui réduira ses rides, utiliser des crèmes anti-cernes et des masques de beauté, porter une gaine amincissante et se faire poser un dentier.
4. Quand on «s'ennuie comme un rat mort» on peut aller «faire la java», aller draguer son/sa voisin/e, «retourner au charbon», s'installer devant sa console de jeux ou «faire travailler ses méninges» en faisant des mots croisés.
5. On prend sa retraite parce que, avec l'âge, on se lasse d'un même métier, que la fatigue s'est installée et que l'on veut profiter des années qui restent à vivre et s'occuper de ses petits-enfants.
- C. Expressions du texte qui expriment le «farniente».
  - Ne rien faire (ou, plus vulgairement, ne rien foutre), flâner, avoir tout loisir, se baguenauder, glander, glandouiller, se les rouler, se la couler douce, se la bichonner, s'allonger les doigts de pied en éventail

**D. Mise à l'impératif**

1. Qu'il décampe d'ici!
2. Prends le pastis avec tes copains.
3. Creusez-vous les méninges!
4. Ne faisons pas de grabuge.
5. Va donc faire des ménages!

**E. Prépositions manquantes**

1. avec; 2. entre; 3. à; 4. à l'aide de; 5. par.

**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.***

**French teachers from over 120 countries coming together to celebrate the French language and all its cultures.**

## CANADIAN PARLIAMENT INTERNSHIP PROGRAM

**How are students chosen to be Parliamentary interns?** They are chosen by the director, Dr. James T. Baker, who judges them by their past achievements, their writing ability, a letter of recommendation from someone who knows their work, and whether he can place them in a position which suits their talents and expectations.

**When are they chosen?** Selection begins December 1, and students are encouraged to have their applications sent to Dr. Baker by that time—or as early thereafter as possible. Selection continues until all the slots for the year are filled.

**If chosen, what kind of work will they do?** Each student will be placed in the office of a Member of the Canadian Parliament, either in the House of Commons or the Senate. The student may choose which party and what area of expertise the Member represents, and every effort will be made to fulfill each request. A limited number may be placed with the Assembly of First Nations.

The program runs for five weeks in late May and early June.

Students will be asked to answer constituency mail, assist in writing and editing materials to be sent to the Member's Riding, research issues of importance to the Member, write a statement/question for Question Period, write speeches, take constituents on tours of Parliament, digest newspapers and magazines, and do general office work.

**What other interesting things will they do each day?** Attend Question Period of each day, a 45-minute exchange between Cabinet Members and the Opposition. Attend Committee Meetings and assist the Member by taking notes. Attend caucuses and press conferences, when asked. Attend informal briefings, arranged by Dr. Baker, with Senators, Members, and government officials.

**What are the academic requirements?** In addition to meetings with officials, students will attend seminars conducted by Dr. Baker, keep a detailed journal of experiences in the program, and write an essay on a current topic in Canadian affairs based on interviews with Canadian officials. Dr. Baker will assign a grade if the student is enrolled at his university and offer a report to advisers of students enrolled at other universities.

**What are the benefits of this program?** Students make life-long friendships with Canadians and form both personal and professional ties that will profit them during their careers. They receive letters of recommendation from Members of Parliament and certificates of the program,

recognizing the work they have done and commending them to future employers and graduate schools

**How about informal activities and week-ends?** The work day is 9-5 Monday through Friday. Students are encouraged to have outings during the week with Canadians, other U.S. students, and students from many foreign countries who are housed in facilities at the University of Ottawa. On the weekends, they are encouraged to travel. Montreal, Toronto, and Quebec City are close enough for easy visits, and Canada is full of beautiful open countryside for hiking and camping.

**What does the program cost?** The total is \$1600. This amount includes placement in the student's office, all on-site seminar instruction, oversight of the work experience, visits to cultural centers, and lodging at a University of Ottawa residence center with kitchen privileges. Students must provide their own transportation to and from Ottawa and while in residence. Offices are close enough for walking to work. Students may keep cars at university lots for reasonable parking fees.

**How do I get further information and application forms?** Contact: Dr. James Baker, Department of History, Western Kentucky University, Bowling Green, KY 42101; Tel: (270) 745-5741; Fax: (270) 745-2950; E-mail: [james.baker@wku.edu].

## MAED FELLOWSHIPS AVAILABLE

Wake Forest University offers master's degree programs in French and Spanish Education with full tuition. The Master Teacher Fellows (MTF) Program is a 14-month period of study, and Fellows are awarded a full-tuition scholarship and a stipend. The MTF Program awards the K-12 initial North Carolina teaching license with the MAEd with the option of applying for the advanced license after one year of full-time teaching. The MTF Program is designed for academically talented and professionally committed students who have a BA degree in either French or Spanish with no background in Education. Wake Forest also offers the Master Teacher Associates' Program for currently licensed teachers. This program awards the MAEd, and fellowships are available for full-time study. For further information, contact Dr. Mary Lynn Redmond, Associate Professor of Education, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109; Telephone: (336) 758-5347; E-mail: [redmond@wfu.edu] or visit [http://www.wfu.edu/Academic-Departments/Education].

## 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).

See new Culture Commission volume ordering information in November 2000 issue.

### 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.

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

# CALENDAR OF EVENTS

**ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS**, February 2-3, 2001, Auburn University, Auburn, AL. Information: Peggy M. Bilbro, Executive Director, AAFLT, 4017 Panorama Drive SE, Huntsville, AL 35801; Telephone: (256) 534-6245; Fax: (256) 881-1784; E-mail: [pmbilbro@msn.com].

**FOREIGN LANGUAGE ASSOCIATION OF GEORGIA**, February 9-10, 2001, Continuing Education Center, Athens, GA. Information: M.E. Beaton, FLAG Administrator/Treasurer, 648 McLaurin, Griffin, GA 30224; E-mail: [eyofme@aol.com].

**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]; Web: [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]; Web: [http://aatf.utsa.edu/].

**FLORIDA FOREIGN LANGUAGE ASSOCIATION**, October 11-13, 2001, Wyndham Hotel and Resort, Ft. Lauderdale, FL. Information: David Gonzalez, E-mail: [dg2081@yahoo.com].

**AMERICAN TRANSLATORS ASSOCIATION 42<sup>nd</sup> ANNUAL CONFERENCE**, October 31-November 3, 2001, Los Angeles, CA. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [ata@atanet.org].

**WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS**, November 1-3, 2001, Appleton, WI. Information: Eddie Lowry, Ripon College, 646 Woodside Avenue, Ripon, WI 54971; Telephone: (920) 748-3077; Fax: (920) 748-7243; E-mail: [lowry@ripon.edu].

**NATIONAL FRENCH WEEK**, November 7-13, 2001. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu/].

**NATIONAL ASSOCIATION OF STATE SUPERVISORS OF FOREIGN LANGUAGES**, November 14-15, 2001, Washington, DC. Information: Virginia Ballinger, State of Ohio Department of Education, 65 S. Front Street, Room 1009, Columbus, OH 43215-4183; Telephone: (614) 466-2190; Fax: (614) 728-3058; E-mail: [pd\_ballinger@ode.ohio.gov].

**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: [llwillia@pisd.edu] or Erwin Petri, E-mail: [eapetri@home.com].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 16-18, 2001, Washington, DC. Informa-

tion: 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, 26 Broadway, 3<sup>rd</sup> Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://www.mla.org].

**LINGUISTIC SOCIETY OF AMERICA**, January 3-6, 2002, San Francisco, CA. Information: Margaret Reynolds, LSA, 1325 18<sup>th</sup> 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**, April 6-9, 2002, Salt Lake City, UT. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686; Telephone: (612) 953-0805; Fax: (612) 431-8404; E-mail: [aaaloffice@aaal.org]; Web: [http://www.aaal.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, May 2-5, 2002, New York City, 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].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 11-14, 2002, Boston, MA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu/].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 20-21, 2002, Salt Lake City, UT. Information: Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75075; Telephone: (972) 519-8196; Fax: (972) 519-8031; E-mail: [llwillia@pisd.edu].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 22-24, 2002, Salt Lake City, UT. 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].

## REMINDER: IMPORTANT DEADLINES AND DATES

January 31, 2001	Deadline for submissions for <i>Women in French Studies</i> special issue (See November issue) Deadline for ordering special volume of the Culture Commission at a reduced price (see November issue)
February 1, 2001	Deadline for submissions to the April <i>National Bulletin</i>
February 15, 2001	Deadline for AATF Scholarship Applications (see page 21 and check the AATF Web site for more information) Deadline for application for the ASFAP Scholarships (see page 32)
March 1, 2001	Deadline for AATF Small Grant Awards (see page 29) Deadline for NEH Summer Seminar & Institute applications (see November issue) and Newberry Library Seminar (see page 6)
March 2-24, 2001	National French Contest: Levels I-V
March 2-10, 2001	National French Contest: FLES
March 15, 2001	Deadline for AATF Walter Jensen Scholarship for Study Abroad (see page 2) Deadline for AATF Outstanding Teacher Awards (see page 23) Deadline for application for the Quebec Studies Grant (see page 29)
April 1, 2001	Deadline for AATF FLES* Poster Contest (see page 18)
July 5-8, 2001	AATF National Convention in Denver, CO (see April <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  
e-mail: [bernardpetit@earthlink.net](mailto:bernardpetit@earthlink.net)

## FÊTER LA SEMAINE DU FRANÇAIS DU 7 AU 13 NOVEMBRE 2001



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