



LETTRE DU PRÉSIDENT



Jean-Pierre Piriou, Président

Chers Collègues et amis,

C'est très sincèrement que je vous adresse à tous et à toutes mes vœux et souhaits les meilleurs pour la nouvelle année. Comme l'an dernier, je souhaite que nous jouissions tous d'une bonne santé, que notre vie personnelle nous apporte les satisfactions que nous désirons et que nous connaissions tous les succès auxquels nous aspirons dans notre vie professionnelle. Que l'AATF connaisse l'année de ses 75 ans un rayonnement tout particulier, sans oublier un coup de chapeau à Christopher Pinet, rédacteur en chef de la French Review, qui nous prépare un numéro spécial pour marquer l'événement! Mais aussi que le monde fasse preuve d'une plus grande tolérance et d'un plus grand désir d'ouverture afin de nous épargner un cataclysme comme celui que nous avons connu récemment!

Je tiens également à saluer notre nouvelle Vice-Présidente, Éliane Kurbe-gov, et notre nouvelle déléguée régionale, Valérie Lastinger, tout en les remerciant d'avoir accepté de se joindre à notre équipe pour œuvrer à rendre l'AATF meilleure

qu'elle n'est déjà. Toutes mes félicitations vont aussi à Diana Regan et à Helen Lorenz, toutes deux réélues déléguées régionales.

Au seuil d'un nouvel exercice, il est coutumier de dresser le bilan de l'exercice qui vient de s'écouler. Je le fais avec d'autant plus de plaisir que je peux affirmer que 2001 aura été une bonne année pour l'AATF et pour ses membres. Le nombre de nos adhérents s'est maintenu, et bien qu'il ne soit pas encore au niveau que nous souhaitons, nous pouvons dire que les membres de l'AATF sont fidèles et qu'un certain nombre de nos collègues, pas encore suffisamment nombreux, sont sortis de la clandestinité et ont rejoint les forces actives. Bien qu'il soit encore trop tôt pour évaluer cette initiative, il semblerait que l'offre de cotisation gratuite pour un an à toute personne qui parraine trois nouveaux membres connaisse un certain succès.

Notre congrès annuel, point fort du calendrier de l'AATF, qui s'est déroulé cette année à Denver a été très réussi. Ceux qui nous y ont rejoints se sont félicités d'y avoir assisté. Il y a eu un consensus pour reconnaître qu'on pouvait trouver dans le programme des sessions adaptées aux intérêts de chacun et pour affirmer que les présentations étaient de haute qualité. À ce sujet, je peux vous dire dès maintenant que le programme de Boston en juillet prochain s'annonce déjà comme un événement à ne pas manquer. En plus de la grande variété de sessions qui nous ont été proposées, sur la recommandation de Rebecca Valette et d'Albert Valdman, deux de nos anciens présidents, nous avons demandé à un certain nombre de collègues, experts en littérature, linguistique appliquée, pédagogie, culture et civilisation et autres disciplines, de se charger d'organiser une session pour laquelle ils auront la responsabilité de choisir leurs intervenants. Mais le congrès de l'AATF, c'est aussi cet ensemble de manifestations conviviales qui nous permettent de nous retrouver et de cultiver de vieilles amitiés ou d'en forger de nouvelles. Sur ce point, ne soyez pas inquiets! Lors du congrès d'ACTFL, Jayne Abrate et moi nous sommes réunis avec Joyce Beckwith, notre déléguée régionale, et Elaine Leary, récemment nommée

directrice de la Bibliothèque française de Boston, pour mettre au point le calendrier des activités et le coordonner avec les manifestations culturelles qui marqueront la fête du 14 juillet 2002 à Boston. Notre souci majeur aura été que nous n'avions pas assez de jours à notre disposition pour caser tout ce qu'on nous proposait! Je vous exhorte tous et toutes à venir à Boston et à faire que nous battions tous les records d'assistance à un congrès national sur le sol des États-Unis, avant bien entendu de faire voler ce record en éclat en 2003, mais cette fois quand nous nous retrouverons en Martinique. En soulignant l'importance du congrès national, je ne veux pas minimiser l'importance des manifestations régionales et locales, et je ne saurais trop vous encourager à participer à vos réunions de chapitre et aux congrès régionaux. Il m'est impossible ici de parler de tous ces événements, mais je voudrais reconnaître tout spécialement le Congrès régional de Philadelphie qui s'est tenu cet automne et pour lequel notre déléguée régionale, Diana Regan, a fait un travail splendide.

Tout indique que la Semaine du Français aura connu beaucoup de succès encore cette année, et je vous invite à consulter le

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MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 4 for information concerning the 3-for-1 offer for a year's free membership.

site AATF régulièrement pour prendre connaissance de réussites à tous les niveaux et pour y glaner des idées pour novembre 2002.

L'année 2001 aura été marquée par beaucoup de changements au sein des services culturels français. Pierre Buhler, Charles Barrière et un certain nombre d'attachés ont quitté les États-Unis, et je les remercie du soutien qu'ils ont apporté à l'AATF. Nous avons déjà fait amplement connaissance avec la nouvelle équipe dirigée à New York par le nouveau conseiller culturel, Jean-René Gehan, que l'on connaissait déjà comme Consul général de France à Chicago, et à Washington, où ses services ont été transférés, par Chantal Manès, attachée culturelle, qui succède à Charles Barrière, ainsi que Laurence Émile-Besse, attachée linguistique. Au nom de l'AATF, je souhaite la bienvenue aux États-Unis à ces nouveaux représentants du gouvernement français et je leur adresse tous mes vœux de réussite dans leurs nouvelles fonctions. Les premiers contacts que nous avons établis me font augurer la continuation d'une collaboration fructueuse et amicale.

Je ne saurais conclure ce message sans remercier Marie-Christine Koop, dont le mandat de Vice-Présidente vient de se terminer, pour tout ce qu'elle a fait pour l'AATF, ainsi que Mary Jo Netherton, déléguée de la région VI (Centre-est) qui vient de terminer son second mandat. Les départs sont toujours empreints de tristesse, à l'AATF, mais nous ne faisons jamais d'adieux et ne disons qu'un au revoir!

Dans mon prochain message, je vous tiendrai au courant de nos initiatives internationales et je vous donnerai des nouvelles de la préparation du congrès d'Atlanta en 2004. En attendant, je vous souhaite bon courage et je vous invite encore une fois à me communiquer vos préoccupations, vos recommandations et vos souhaits en ce qui concerne votre adhésion à l'AATF.



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



**75^{ème} congrès annuel
de l'AATF
du 11-14 juillet 2002**

BOURSES D'ÉTÉ 2002 OFFERTES PAR LA COMMUNAUTÉ WALLONIE-BRUXELLES/ COMMUNAUTÉ FRANÇAISE DE BELGIQUE

Le Commissariat général aux Relations internationales de la Communauté française de Belgique alloue deux bourses à des membres de l'AATF en vue de participer à un stage de perfectionnement en langue française pendant l'été 2002 à l'Université de Liège, Belgique

Description du programme:

- Dates: du 8 au 26 juillet 2002 (3 semaines)
- Logement: en chambre individuelle
- Cours: 45 heures de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)
Répartition des participants par groupes de niveaux établis en fonction d'un test initial
3 ou 6 crédits peuvent être obtenus pour les universités américaines
Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale
- Week-ends: Libres—maintien du logement
Les 2 bourses de la Communauté

Wallonie-Bruxelles de Belgique couvrent: droits d'inscription (*tuition*), logement, assurance maladie et indemnité journalière de 700 francs belges par jour pour frais de repas.

Paying teachers and students are also welcome: first come, first served!
Le coût total approximatif pour le séjour linguistique à l'université de Liège (*tuition, lodging, excursion, meals*) est 1125 EURO.

NOTE: *The cost of international travel is paid by the participants.*

For more information about the program and the Université de Liège, please contact: Éliane De Pues-Levaque, Représentante permanente, Bureau Wallonie Bruxelles; Téléphone: (225) 342-3588; Fax: (225) 344-0066; E-mail: [walbrula@aol.com].

To obtain an application form, please contact AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733; E-mail: [abrate@siu.edu]. The application form is also available on the AATF Web site at [http://aatf.utsa.edu] or from AATF Chapter Presidents.

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AATF NATIONAL BULLETIN

January 2002

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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

Tout d'abord j'offre à tous les membres de l'AATF mes vœux pour une nouvelle année joyeuse et prospère.

Au bureau national nous venons de passer la période la plus intense de l'année. Fin septembre nous envoyons les appels de cotisation pour l'année à venir, et en octobre et novembre nous recevons quotidiennement des centaines d'enveloppes. C'est un énorme travail de les ouvrir, de les traiter et de les entrer dans notre base de données pour que tout le monde reçoive ce *Bulletin* le plus rapidement possible. Cette année, en particulier, les perturbations à la poste ont ralenti les envois. Il est maintenant normal qu'une lettre prenne jusqu'à 10 jours pour arriver à destination. Il n'était pas rare non plus que certains envois se soient carrément perdus. Si vous n'avez pas reçu votre appel de cotisation, ne vous inquiétez pas. Vous en recevrez un deuxième rappel fin janvier.

Maintenant commence la saison des congrès régionaux. Je vous encourage à y participer dans la mesure de vos possibilités. Ces réunions sont l'occasion de renouveler vos méthodes, de nouer et renouer des amitiés et de voir ce que les exposants proposent. L'AATF sera présent au congrès de SCOLT à Baton Rouge, à la *Central States Conference* à Kansas City et à la *Northeast Conference* à New York entre autres. Mais surtout pensez au congrès de l'AATF qui aura lieu du 11 au 14 juillet prochains à Boston. Nous vous préparons un programme de très haute qualité ainsi que de nombreuses activités et excursions en parallèle—repas, concert, films, bal, visite de la ville. Tous les renseignements concernant l'inscription, le programme préliminaire et les activités se trouveront dans le *National Bulletin* du mois d'avril et sur le site Web de l'AATF.

Je vous encourage également à poser votre candidature pour les différents prix, bourses et subventions que nous vous proposons. À la page 12, vous trouverez la description des bourses qui sont offertes aux membres de l'AATF. Vous pouvez choisir entre la Belgique, le Québec et la France. Pour le moment, nous n'avons pas beaucoup de précisions pour les bourses en France, mais je peux vous dire que les stagiaires de l'AATF se rendront ensemble dans un même centre pour suivre un stage conçu pour eux. Michèle Magnin de l'Université de San Diego, qui a dirigé le même programme en 1998, accompagnera le groupe. Si vous êtes professeur d'université, encouragez votre meilleur

étudiant à faire la demande pour le *Walter Jensen Scholarship for Study Abroad* (page 3). À la page 14 se trouve l'annonce pour les *Small Grants*. Vous pouvez obtenir jusqu'à 500\$ pour un projet soutenu aussi par votre chapitre local. Finalement, nous vous demandons de penser à vos collègues qui méritent d'être reconnus pour leur excellence dans la salle de classe en les proposant pour le *AATF Dorothy Ludwig Excellence in Teaching Awards* (page 6). Dans ce numéro, vous verrez aussi de nombreuses annonces pour des programmes et stages dont vous pouvez profiter en 2002. Je pense surtout au programme d'assistants d'anglais (page 6) où des personnes de moins de 30 ans pourraient, tout en étant rémunérées, aller en France enseigner l'anglais pendant l'année scolaire.

En somme, nous travaillons toute l'année, le personnel du bureau national, les membres du Conseil exécutif, les responsables des chapitres et les présidents des Commissions, afin de vous proposer ou de vous procurer des services, des documents, des renseignements utiles et des possibilités de développement professionnel au moyen des congrès, des stages ou des publications. Si vous lisez attentivement chaque numéro du *National Bulletin*, vous trouverez des annonces et des articles sur ces programmes. Je vous conseille aussi de consulter régulièrement le site Web de l'AATF à [<http://aatf.utsa.edu/>] pour avoir les renseignements les plus à jour.

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

Feed the imagination as well as the palates of those you are trying to reach.
Remind the public of all the wonderful and useful reasons to learn French.
Entertain with student or guest performances or films.
Network with other French teachers, French speakers and Francophiles in the community, and the local media.
Celebrate the French-speaking heritage both within the U.S. and around the world.
Highlight for others what your students are doing in the classroom to make learning French enjoyable and meaningful.

ANNOUNCING THE WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late 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 long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2002-2003.

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 or summer programs 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 Francophone 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: [abrate@siu.edu]. The form is also available on the AATF Web site at [<http://aatf.utsa.edu/>]. The application deadline is **March 15, 2002**.

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/>].

AATF MEMBERSHIP DRIVE 2002

The AATF is sponsoring a membership recruitment campaign. Membership in your professional association is the business of each member. Just as we seek to promote the study of French among our students and our administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

How It Works

We are offering a special 3-for-1 incentive to current members to recruit new members. This year, there was a cream-colored flyer entitled "What Can the AATF Do For You?" enclosed with your dues renewal invoice. We ask each AATF member to use this flyer to convince another French teacher to join. If the current member can get three new members to join, his or her 2002 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's pre-printed renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2002, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [<http://aatf.utsa.edu/>], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them. The lists must be current and must contain specifically French teachers.

Why the AATF?

We are the only national professional association devoted exclusively to the concerns of French teachers at all levels. The AATF is continually working to promote new French programs, help members save threatened programs, strengthen the teaching of French at all levels, and collaborate with other professional and governmental organizations to ensure the presence of

French in our schools and universities. General language associations must give equal weight to all languages; that is their mission. Only the AATF speaks for French.

What the AATF Can Do For You

There is not enough room to enumerate the projects in which our 76 local chapters are involved, but nationally, we

- ◆ organize a convention devoted solely to French,
- ◆ present sessions at other conferences,
- ◆ distribute 10 publications per year,
- ◆ sponsor 10 Commissions,
- ◆ create promotional and pedagogical materials to help teachers in their efforts to improve teaching and recruit students,
- ◆ offer scholarships to several Francophone countries and \$5000-\$10,000 in small grants each year,
- ◆ run the *Grand Concours* which in 2001 enrolled over 92,000 K-12 students,
- ◆ operate a Placement Bureau, a Pen Pal Bureau, the Materials Center, and the *Société honoraire de français*,
- ◆ maintain an award-winning Web site with extensive information on the promotion of French and the use of technology.

Most of these services are open exclusively to members or at a reduced cost.



Local Recruitment Works

- ◆ Invite a non-member colleague to your activities; share how the AATF supports your efforts;
- ◆ Invite a non-member colleague to accompany you to a chapter function as your guest;
- ◆ Share a copy of the most recent AATF *National Bulletin* or *French Review* with a colleague;
- ◆ Share copies of the AATF promotional flyers, *Parlez-vous...* posters, and other materials with a non-member colleague;
- ◆ Attend functions organized by the AATF at state, regional, and local meetings, and bring a non-member colleague;
- ◆ Show a non-member colleague the AATF Web site and the many helpful things that can be found there.

All our activities are self-supporting or supported by members' dues payments. The more members we have, the more services we can provide. Although accurate figures are hard to come by, we estimate that there are at least 30,000 people in the U.S. who are involved in teaching French. Let's each work to ensure that as many of them as possible become AATF members.

L'UNIVERSITÉ MCGILL DE MONTRÉAL OFFRIRA UN INSTITUT SUR LA FRANCOPHONIE

L'Université McGill tiendra son premier institut sur la francophonie internationale l'été prochain. Intitulé **Francophonie sans frontières: Exploring diversity in francophone culture**, l'institut d'une semaine, conçu à l'intention des enseignants du français à titre de langue seconde ou étrangère, se veut une expérience enrichissante sur le plan de leur développement professionnel et culturel. Il aura lieu entre les 12 et 16 août prochains.

Renseignements généraux et demandes d'inscription: Sylvia Sklar, Tél. (514) 398-8267; Courriel: [sylvia.sklar@mcgill.ca] ou Hervé de Fontenay, Tél: (514) 398-7484; Courriel: [herve.defontenay@mcgill.ca].

QUEBEC KIT

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

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. Announcements for K-12 positions are sometimes posted on the *Babillard* on the AATF Web site [<http://aatf.utsa.edu/>].

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

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$5 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].

REGIONAL REPORTS

REGION V: SOUTH ATLANTIC

South Carolina has been very active during National French Week. However, I lament that other states in Region V have failed to report to me on their contribution. I beg all AATF members from the states under my leadership to report on their activities. What is going on in your neck of the woods?

Columbia and The Midlands (SC), who meet on Mondays in a conversation group called *Les Amis* had an early start because of it. They put together an impressive program with the generous help of sponsors. Each day of National French Week brought a new event. A "Kick Off Reception with Mayor Coble's presence was followed by a Francophone Lecture Recital and a program called Postcard from Paris. This program involved local schools with a variety of activities ranging from dance, jazz, mime and ballet to French music with French language. French Monuments served as an historical background. Other events included a Low Country Tour of Huguenot Sites and a Tour of the Albert Marquet Fauvism to Impressionism exhibit at the Columbia Museum of Art. In addition, a French movie, *Le Placard*, was shown at a local theater. Conversation meetings went on as usual on November 12. Other events were being planned in area businesses, schools, and colleges. It was altogether a great example to follow.

Teachers at Southside High School in Greenville, SC organized a series of research projects on "French Regions" and on "Artistic Movements from 19th to 20th Century" with their students. A guided visit of the Greenville County Museum exhibiting works by Mary Cassatt and Impressionists was part of the program.

The University of South Carolina, Spartanburg held a Treasure Hunt with prizes. Questions were posted each day with a list of odd objects to find. The objects, some difficult to find, had different values to help untie the scores and determine the winners.

A number of interesting French-related or international activities take place in the region. To help me put together a yearly calendar listing these events and their sponsors, send me the information. Is there an *Alliance Française* in your area? When do they meet? Who is the contact? Are you planning a French-related activity? Tell me in advance so that I can inform people. Anything French or Francophone going on at the Newberry Opera, at the Peace Center, at Charleston's Spoleto Festival, at your local theaters or elsewhere? Any

International Festival around? Spartanburg and Greenville (SC) have one. Let's help inform each other. My e-mail address is [draquidel@uscs.edu].

Danielle Raquidel
Region V Representative

REGION VI: EAST CENTRAL

Region VI Chapters have all enjoyed an eventful and exciting year of teaching and promoting French, rewarding winners, and remaining active in all aspects of the AATF experience. While keeping their traditions intact, these chapters have not grown complacent but have introduced interesting innovations into their programs of work. With the successes of 2001 behind them, Region VI Chapters look forward to an even more productive and rewarding year of teaching and promoting French in 2002.

To read about the activities of the Region VI Chapters, please consult Chapter News on pages 15-17 of this issue.

Mary Jo Netherton
Region VI Representative

BOSTON
75th Annual Meeting
July 11-14, 2002

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.



2002 Joint Conference
SCOLT/ LFLTA

Southern Conference On Language Teaching and
Louisiana Foreign Language Teachers' Association
Theme: Cyberspace and Foreign Languages: Making the Connection
Hotel: Radisson Hotel and Conference Center

Thursday: Pre-conference Workshops • Special Sessions / Tours • Exhibitors' Sneak Preview
Friday: Keynote Speaker • General Sessions • SCOLT Awards Luncheon • Exhibits
Saturday: General Sessions • LFLTA Luncheon • Exhibits • Sightseeing

Early Registration: \$50.00 • Late and On-Site Registration: \$65.00

☞ Registration Materials available in October 2001

Contact: Lynne McClendon, SCOLT Executive Director
165 Lazy Laurel Chase / Roswell, GA 30075
T. 770-992-1256 / F. 770-992-3464
lynne@mindspring.com



Where: Baton Rouge, LA
When: March 14-16, 2002

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 2003. Former Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2002, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Boston.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be submitted by the deadline of **March 15, 2002**.

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, 2002**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 15, 2002. 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 three copies, organized into four 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 four 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, 2002**.

TEACHING ASSISTANT PROGRAM IN FRANCE

The French Ministry of Education is offering 1500 teaching assistantship positions in French primary and secondary schools to American citizens under 30 years of age, graduates or undergraduates, majoring or minoring in French.

This is a unique opportunity to spend 7 months in France with a monthly stipend, have a privileged insight into contemporary France, master the French language through linguistic immersion, and gain valuable teaching experience. Tasks include teaching English conversation classes (12 hours per week). The monthly stipend is 890 Euros. For further information, please write to [assistant@frenchculture.org] or consult the Web site at [<http://www.frenchculture.org/education/support/assistant/index.html>].

LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

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.

ADRESSES CIRCONSCRIPTIONS

SERVICE CULTUREL DE L'AMBASSADE DE FRANCE NATIONAL/WASHINGTON, DC

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AMBASSADE DE FRANCE/WASHINGTON, DC

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M. Julien WOIRIN, Attaché culturel adjoint

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Fax: (202) 944-6268

Delaware, Maryland,
North Carolina, Ohio,
Pennsylvania, South
Carolina, Virginia,
Washington, DC, West
Virginia

AMBASSADE DE FRANCE/NEW YORK

M. Fabrice JAUMONT, Attaché de Coopération éducative

972 Fifth Avenue
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Téléphone: (212) 439-1400
Fax: (212) 439-1455

Connecticut, New
Jersey, New York

CONSULAT DE FRANCE/ATLANTA

Mme Cécile PEYRONNET, Attachée culturelle

Mme Karine LARCHER, Attachée culturelle adjointe

Prominence in Buckhead
3475 Piedmont Road NE
Suite 1840
Atlanta, GA 30305
Téléphone: (404) 495-1660
Fax: (404) 495-1661

Alabama, Georgia
Mississippi, North
Carolina, South
Carolina, Tennessee

CONSULAT DE FRANCE/BOSTON

M. Frédéric MARTEL, Attaché culturel

M. Isaure MIGNOTTE, Attaché culturel adjoint

Park Square Building
31 St. James Avenue, Suite 750
Boston, MA 02116
Téléphone: (517) 292-0064
Fax: (517) 292-0793

Maine, Massachusetts,
New Hampshire, Rhode
Island, Vermont

CONSULAT DE FRANCE/CHICAGO

M. Olivier BOASSON, Attaché culturel

Mme Véronique RENAULT, Attachée culturelle adjointe

Olympia Center, Suite 1170
737 North Michigan Avenue
Chicago, IL 60611
Téléphone: (312) 664-3525
Fax: (312) 664-9526

Illinois, Indiana, Iowa,
Kansas, Kentucky,
Michigan, Minnesota,
Missouri, Nebraska,
North Dakota, South
Dakota, Wisconsin

ADRESSES CIRCONSCRIPTIONS

CONSULAT DE FRANCE/LA NOUVELLE ORLEANS

M. Bernard MAIZERET, Consul général, Attaché culturel
M. Jean-Xavier BRAGER, Attaché culturel adjoint, chargé de la Coopération linguistique

M. Adam STEG, Attaché audio-visuel

Suite 1710
1340 Poydras Street
New Orleans, LA 70112
Téléphone: (504) 523-5394
Fax: (504) 523-5725

Alabama, Arkansas,
Georgia, Louisiana,
Mississippi, Tennessee

CONSULAT DE FRANCE/LOS ANGELES

M. Laurent DEVEZE, Attaché culturel

M. Antoine CHATELET, Attaché culturel adjoint

10990 Wilshire Boulevard
Suite 300
Los Angeles, CA 90024
Téléphone: (310) 235-3200
Fax: (310) 477-0416

Arizona, Colorado, New
Mexico, California
(counties: Imperial, Inyo,
Kern, Kings, Los
Angeles, Mono, Orange,
Riverside, San Bernadino
San Diego, San Luis
Obispo, Santa Barbara,
Ventura), Nevada
(counties: Clark, Esmeralda,
Lincoln, Mineral, Nye)

CONSULAT DE FRANCE/HOUSTON

Mme Marie-Paule SERRE, Attachée culturelle

M. Romain STRIFFLING, Chargé de mission

777 Post Oak Blvd., Suite 600
Houston, TX 77056
Téléphone: (713) 528-3285
Fax: (713) 572-2914

Arkansas, Oklahoma,
Texas

CONSULAT DE FRANCE/MIAMI

Mme Délia MATA-CIAMPOLI, Attachée culturelle

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

Florida, Porto Rico, Iles
Vierges américaines, Iles
Turques et Caïques et Iles
Caïmans

CONSULAT DE FRANCE/SAN FRANCISCO

M. Alain-Marc RIEU, Attaché culturel

M. Grégory DOUET-LASNE, Attaché culturel adjoint

540 Bush Street
San Francisco, CA 94180
Téléphone: (415) 397-0327
Fax: (415) 397-0239

Alaska, California (all
counties not listed
above), Hawaii, Idaho,
Montana, Nevada, (all
counties not listed
above), Oregon, Utah,
Washington, Wyoming

MOTS CHASSÉS:

Exercices se rapportant à « La Vie des mots », *The French Review*, Vol. 75, No. 1 (2001). Le corrigé se trouve à la page 24.

I. Mettre le verbe aux temps et mode voulus

1. Il est important que vous _____ (rester) à l'écoute des mutations de la langue.
2. Il faut _____ (s'attaquer) à la féminisation des noms de métier.
3. Lorsque vous _____ (voir) cette dame, il faudra lui dire: «Mes hommages, Madame la Ministre».
4. Mon mari interdit que je _____ (aller) voir cette doctoresse.
5. La logique exige que les femmes qui travaillent _____ (avoir) un nom de métier féminin.
6. L'année dernière l'INALF _____ (publier) un guide d'aide à la féminisation des noms de métier.
7. Vous me _____ (contredire) toujours quand je dis «une sénatrice», terme que vous détestez.
8. Qui _____ (croire) il y a cent ans qu'il y ait aujourd'hui tant de femmes qui exercent un métier?
9. Après que l'élève _____ (dire) à son professeur d'anglais: «Vous êtes un bon prof», celle-ci le reprit en disant: «Non, une bonne prof».
10. La seule personne que je _____ (jamais, envier) pour son élégance est pharmacienne.

II. Remplacer le mot ou les expressions soulignés par un mot ou une expression plus familier.

1. Il est gênant d'avoir quelqu'un qui louche en face de soi.
2. Rastignac était ambitieux.
3. Il est difficile de discuter avec Lucien, il monte facilement sur ses grands chevaux.
4. Mes voisins sont bruyants car ils se querellent souvent.
5. Vous ne pouvez pas vous asseoir sur cette petite chaise basse près de la cheminée; elle est trop fragile.
6. J'ai vu que Nathalie se régala en prenant ce repas.
7. Ce petit jeune homme se croit sorti de la cuisse de Jupiter.
8. Mon inspecteur des impôts s'est complètement trompé.
9. Cette danseuse a un cou long et fin.
10. Il est toujours prêt à boire un verre.

III. Proposer un féminin de nom de métier pour les masculins suivants.

1. un confrère
2. un docteur
3. un ministre
4. un chercheur
5. un inspecteur
6. un psychanalyste
7. un poète
8. un plombier
9. un censeur
10. un contrôleur

IV. Vrai ou faux

1. Un psychiatre est un docteur qui soigne seulement les enfants.
2. Les femmes ne devraient pas exercer un métier.
3. Des mollets de coq sont des mollets peu charnus.
4. Faire du nombrilisme et se prendre pour le nombril du monde sont des expressions synonymes.
5. Avoir une bonne gueule de bois signifie avoir l'air sympathique.

Colette Dio, Nancy, France

2002 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 lit-

erature 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]

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 cul-



tural 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: [abrater@siu.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), 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]



Newly-elected Vice-President **Éliane Kurbegov** (M.A. Hunter College) teaches French at Dr. Michael Krop High School in Miami, FL. She has served as President and Vice-President of the Florida AATF Chap-

ter. In 1992 she was chosen as the Florida Foreign Language Association Teacher of the Year. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [ekurbegov@aol.com].

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]



Clyde Thogmartin (Ph.D. Michigan), Managing Editor of the *French Review*, is the son of a printer who grew up in Kansas with the intention of becoming a journalist. Instead, he changed his major to French, although he has always managed to incorporate



his love of journalism into his work in French. He teaches at Iowa State University and is the author of a book entitled *The National Daily Press of France*. E-mail: [cthogmar@iastate.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: [mmejoyb@aol.com]

Georgette Schmidt (M.A. Univ. of Rochester), 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), 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]



Valérie Lastinger

(Ph.D. University of Georgia), newly-elected Region VI (East Central) Representative, teaches at West Virginia University. She is the West Virginia Chapter President. She has received a number of research grants and fellowships and is Associate Editor and Review Editor for *Women in French Studies*. E-mail: [vlasting@wvu.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]

Suzanne Hendrickson

(Ph.D., Washington University) was recently named to fill an unexpired term as Region IX (Pacific) Representative. She is Lecturer, TA Supervisor, and Coordinator of lower-division French at Arizona State University and currently serves as President of the Arizona AATF Chapter. She has been active in a number of professional organizations, the state foreign language standards project, and has directed several study abroad programs at ASU.



FRENCH REVIEW SPECIAL ISSUE CALL FOR PAPERS

The *French Review* is pleased to announce a special issue devoted to Francophone literature, culture, and pedagogy to be published in the May 2003 issue. This volume will be in honor of the AATF meeting to be held in July 2003 in Martinique. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French Review* for formal considerations.

The deadline for submission to the editor will be **August 1, 2002**. Submit articles to: Editor in Chief Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

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.

NATIONAL FRENCH WEEK: CAFÉ NIGHT

On November 10, our school celebrated the second annual Café Night, the culmination of all the activities involved in National French Week. It took place in our student center. Thanks to the generosity of the AATF, we received a grant of \$500. We expected a large crowd as we had invited students, teachers, parents and other community members. Some food was ordered from the cafeteria but also students prepared food at the homes of teachers. Students acted as waiters, bringing food and drink to the tables; others had prepared menus which were placed on the tables. Teachers and students decorated the center with art that had been made throughout the week. We reproduced banner-sized pictures of French art. Students performed throughout the night. We even convinced several teachers to perform. Our science teacher sang "Lean on Me" in French. There was also a poetry contest and a poster contest. We used some of the grant money for prizes. The winner of the poster contest was announced, and the students in the poetry contest presented their poems. The high point of the evening for me was to see a boy with very low self-esteem stand up in front of a huge crowd to perform an original poem in French. He won the nonnative speaker prize. (My students hand in a journal every Monday, and this young man wrote about how special it made him feel to win.) My thanks to AATF for the grant money, for giving us the chance to expose more people to French, and for giving our students another opportunity to show their talent.

Jennifer Bonn
Rabun Gap-Nacoochee, GA

AATF NATIONAL FLES* COMMISSION 2002 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2001-2002 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 Dee Dee Louman.

The theme for this year's contest is: **LA JOIE DE VIVRE: LE FRANÇAIS. Joy in Living: French.** 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 Dee Dee Louman, 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. Each chapter will set its own due date,

but Chapter Presidents are asked to send the posters postmarked by **April 1, 2002** to Dee Dee Louman, 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 2001-2002 National FLES* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 27 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:
Dee Dee Louman, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129

Application deadline: Tuesday, February 15, 2002

Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2002 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. The intensive courses available during the first session (July 2-19) include: *Communication orale, Communication écrite, or Atelier d'enseignement du français*. The second session (July 22-August 9) 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: **Nicole Lavergne, 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 2002. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees (see page 2 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 2003 AATF conference in Martinique.

Université du Québec à Chicoutimi

For the first time, the *Université du Québec à Chicoutimi* is offering one summer scholarship in 2002 to an AATF member to attend a 3- or 5-week program. 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) medical insurance for the duration of the program; (c) pedagogical materials; (d) lodging with a French-speaking family; (e) all meals; and (f) organized excursions. The participant is responsible for round-trip travel and personal expenses.

The recipient can choose one of the following three programs:

- July 1-20 (3-week language program)
- July 1-20 (3-week program on theory and teaching methodology)
- July 1-Aug. 3 (5-week language program)

AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for summer 2002 study in France. More information will be available on the AATF Web site at [<http://aatf.utsa.edu>] as it becomes available.

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 2001-2002. Preference will be given to members who have been in good standing since January 1, 1999.

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 (1997-2001) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2002-2003, and recipients of the Belgian scholarship must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Martinique, as indicated above.

Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2002. 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);
- 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 be sent directly to Jayne Abrate, AATF Executive Director. (One of 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 three copies** of the application form and supplementary pages, one copy of the cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, include one additional set of application materials for each additional country.
- 5) The application must be **postmarked by February 15, 2002**, to be considered for the scholarship. Incomplete applications will not be considered.

COMMUNITY COLLEGE CONNECTION

RECRUITMENT AND RETENTION IN THE COMMUNITY COLLEGE PART 2: DESIGNING YOUR FRENCH PROGRAM

If you are a typical full time or adjunct French instructor in a community college, you are probably teaching within a program that is already in place. My community college is relatively young (we opened our doors in 1987), and I was the first French instructor at my college. Yet when I was hired as an adjunct instructor the very first fall semester, many elements of our current program had already been established. I imagine that our program was designed by an administrator who had "borrowed" the course titles, descriptions, and credit hours from other institutions. For that first year, my only input was choosing a textbook and fitting my curriculum into an existing framework.

During the first few years of our college there were no full-time foreign language instructors. Within a year I was the "unofficial" department chair, and two and a half years later I was the first foreign language teacher offered a full-time position. All of this did not happen by accident. I had a plan, and through a combination of sheer determination and good luck, I ended up just where I wanted to be.

Like the majority of community college faculty, I had worked as a part-time instructor for many years before being hired full time. During my adjunct years, I had ample opportunity to experience and observe various French programs in action. I experimented with various teaching methods and took a variety of graduate education courses. When I was finally in a position to make some significant program decisions, I had formulated some good working theories of my own. Here are my suggestions:

Work with what you cannot change.

When I came to my college, the program was set up with four-credit-hour courses offered in both the day (three times a week) and evening (once a week) format. The evening classes were and continue to be a strain—three and a half hours in one sitting. Our first dean of instruction was adamant about covering exactly the same curriculum in both day and evening classes. I know that theoretically our evening format is a horrible way to learn a foreign language, but whenever we survey the students they insist that they can come only one night a

week and would not take the course in a two-evening-a-week format. So we have learned to make the best of it, reviewing more, assigning some material as independent study, providing a support system outside of class, and varying our activities in the evening classes to minimize the inevitable cognitive overload. I believe that retention suffers from semester to semester because of this unfortunate evening sched-

ible transfer program, you must maintain a quality program. Like math, foreign language study is cumulative, and you are doing your students no favor if you do not require that they master each step of the material. To compensate for student deficiencies, spend an adequate amount of time discussing foreign language study skills, teach to the standards and to multiple intelligences using a variety of methods, offer as

much remedial help as you can within the limits of your institution, and reconcile yourself to the fact that not all of your students will be successful. Especially in the community college setting, there will always be those students who are not at a place in their life where they belong in college.

On the other hand, if something in your program is not working and you are in a position to change it, do so. Once I attended a seminar on distance learning where one of the instructors described a frustrating experience with a popular video language course where over 50% of the enrollees either dropped or failed the course. This was not entirely surprising in the community college setting where many students attempt an independent study format, yet are not sufficiently self-motivated to put in the time and effort to succeed. However, I was troubled that this instructor continued to offer courses in this format without making major changes, especially when traditional courses were an option that offered students a more reasonable chance of success.

Articulate your program with your transfer institutions.

If the majority of your students transfer to one institution, you should consider matching your program as closely as possible to that school: textbook, content of each semester, etc. You might worry that you will be encouraging your students to transfer prematurely, but rest assured, that is unlikely. Community college students have a reputation for transferring when they want to, often with utter disregard for completing general education requirements or a two-year degree. What you want to establish is the credibility of your program. If the word gets around that you have a strong transfer program, students will be attracted to your program. We have worked with our major transfer institution to design our curriculum so that our students

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ule, but the payoff is a program where students can move freely between the day and evening classes as their life and work schedules change.

Maintain a quality program. Community college students are often unprepared for college, most work part or full time, many are anxious returning learners, and the majority of them come from the lower two-thirds of their high school graduating class. Many community college instructors try to compensate for these factors by "dumbing down" the curriculum, covering less material, or falling prey to grade inflation to keep students in the program. I firmly believe that any of these techniques will only come back to haunt you in the end. If you want a cred-

can complete this four-year school's language requirement (three semesters) at the community college. And I have worked with our administration to guarantee our students that those first three semester classes will generally not be cancelled for low enrollment. The flip side of this is that we agree to take larger first semester classes than we would like. But our foreign language program remains strong because our students are confident that they can complete the often intimidating language requirement before they transfer.

Allow your students to build on their high school language experience. You can increase your enrollment in upper-level classes and discourage "false beginners" from filling up your first semester classes by offering students credit for the classes they skip. This could be accepting AP credit, offering credit by exam, or designing a retroactive credit program. At our school we prefer the latter because it encourages students to build on their high school language. We allow students to "self place" after consultation with a language instructor or counselor, based on flexible guidelines of one year of high school language equal to one semester of college. We encourage students to seek out their "comfort level"—neither bored nor working beyond their abilities. Upon completion of a second- or third-semester course with a grade average of 75% or higher, students are given credit for the bypassed course or courses. Although we also transfer in credit, we do not test for credit because this often discourages students from continuing on with their language.

Match your program to your institution. Take a good look at your institution and what makes it unique. Then think about both the needs of your students and what would be appealing to them. At the AATF convention in Paris, I heard a wonderful presentation by a Canadian French teacher who totally redesigned her French program to take advantage of students who had experienced prior French immersion classes and therefore had different needs than first-time learners. That session reminded me of the differences among our community colleges, and how we need to respond to the uniqueness of our individual institutions. My college is located in a formerly rural area, now rapidly becoming suburban but still not affluent and definitely lacking the diversity of neighboring St. Louis. Our students often fail to realize how untypical their lack of diversity is, and they are in desperate need of learning about and experiencing new cultures. Teaching foreign language is both a challenge and a delight at a school like this. As our French enrollment has grown, I have added several additional courses to our

curriculum, and next year I will debut my French Cinema course, building on the popularity of other cinema courses offered at our school. Our institution has also had extraordinary success in attracting students to a variety of study tours we offer, many with optional language or global culture credit. Our tours are open to students and community members, as well as their friends and relatives. I have taken many students to France who formerly had never ventured outside of Missouri but had always dreamed of visiting Paris. The popularity of these trips attracts students to our program, and many participants begin to study French after their first trip abroad. A community college in a more affluent area of Missouri has no difficulty attracting students to more expensive three-week immersion study tours. And Community College Commission Co-Chair Sherry Dean, who teaches in a community college with a large minority population, has had phenomenal success with her Senegal program.

Keep in touch and stay informed. I have been extremely fortunate in having had significant input into my college's foreign language program. I have been able to choose textbooks, rewrite course descriptions and curricula, develop four new French courses, influence our general education policies to encourage foreign language study, and as program coordinator I have established a strong global studies program that supports foreign language. My experience has demonstrated that you can influence your program even while working part time as the only French teacher on campus. If you are currently an adjunct instructor, talk to everyone and learn everything you can about the language program at the school(s) where you teach. Part time or full time, try to stay informed and get involved with the decision-making processes. Take education courses, and go to conferences where you can network and learn about the latest issues, programs, and methodologies. Get to know all of the other language teachers and program administrators at your institution(s). Remember, even if you are not in charge, you can influence decisions and changes in your program through the knowledgeable input and suggestions that you provide to your superiors and fellow faculty members.

I welcome your comments on the Community College Connection articles, and would appreciate your feedback and suggestions for future subjects you would like to see discussed. I would especially enjoy knowing about your community college success stories. Please contact Denise McCracken [dmccracken@stchas.edu] regarding these articles.

Denise McCracken
St. Charles Community College (MO)

AATF SMALL GRANTS

At the Denver Convention, the Executive Council again renewed the AATF Small Grants program for 2002 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. We require 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.

A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2002**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (This must be attested to by the Chapter Secretary-Treasurer). **PLEASE NOTE:** Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), 1998 (Nov. issue), 1999 (Nov. issue) and on the AATF Web site. 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 applicants and to previously unfunded projects having a wide impact. Projects for National French Week 2002 are particularly encouraged.

CHAPTER NEWS

CHICAGO/NORTHERN ILLINOIS

Le 13 octobre il pleuvait dru, mais le soleil régnait dans nos cœurs et à l'Art Institute of Chicago. Le soleil de Van Gogh, bien entendu! Nous étions une cinquantaine en ce samedi morne où des records de pluie se sont abattus sur la ville. Mais qu'à cela ne tienne! Nous savions que la lumière emporterait la journée.

Après le thé et les croissants servis bien chauds au *Russian Tea Room* tout près, après les annonces de Rosalee Gentile, notre présidente, et les échanges d'idées avec nos collègues sur l'enseignement de cette langue que nous aimons tant, nous nous sommes acheminés vers le musée, heureux à la pensée de nous retrouver dans "Le studio du Sud." Jane Castle, notre directrice de programmes, avait prévu pour nous une conférence sur l'exposition qui nous a entraînés vers les grands moments de ces deux mois que Paul Gauguin et Vincent Van Gogh ont passés ensemble.

Magnifique! À voir absolument!

Liette Brisebois

New Trier High School
Carol Sommers de
Lincoln Park High School
a composé un exercice "crédit supplémentaire" pour ses élèves sur l'exposition, exercice qui peut s'obtenir en la contactant à [nsommers@interaccess.com].

Notre programme d'hiver le 2 février à l'Alliance Française de Chicago se concentrera sur le cinéma français contemporain.

John Tomme

Waubensee and Kishwaukee Colleges

DETROIT, MICHIGAN

After hosting its fabled Dainava Immersion Weekend in October, the Detroit Chapter made National French Week a major focus of its agenda. Among the week's festivities was Mary Certa's Highland High School mini *Tour de France*. Mary also provided pastries for the teachers. Mary's students wrote children's books in French and read them to elementary students. They also wrote French poetry to submit to the school literary magazine. Finally, students in French I and II made posters to decorate the school and wrote new French lyrics for

well-known songs and performed them in competition. Renaissance High School students enjoyed *pétanque* and a picnic in the park, including authentic baguettes and cheese. There was a cooking demonstration from Pennsylvania Culinary, dinner at Twingo's French Café, and an excursion to the Cannes Film Festival favorite, *Va Savoir*. A French breakfast, an international festival field trip with storytelling, dancing, a market place, exhibits, etc., and a *fête* full of food, fun, and frolic rounded out the Renaissance National French Week.

HOUSTON, TEXAS

The Houston Chapter had its fall meeting at the Kinkaid School on November 10. The new chapter president, Geneviève Lesieux, introduced Thérèse Murray who reported on the successful

Door prizes were announced and the meeting adjourned to La Madeleine Restaurant for *le déjeuner*.

Respectfully submitted,

David Long

Former AATF Regional Rep.

INDIANA

Teachers O'Kane and Meyer at McCutcheon High School in Lafayette kicked off National French Week on November 5 with a concert featuring *Traveler's Dream*. November 7 was "Blue, White, and Red Day" when the whole school was asked to wear the colors of the French flag. November 8 was Competition Day for all McCutcheon students with puzzles and quizzes, yielding prizes available at lunch. Extra credit could be earned and prizes won on "Speak French Day." There were French menu choices offered, and students wore shirts and buttons with French logos and messages. Monsieur O'Kane and Madame Meyer also assigned special National French Week academic projects, including writing an essay in English entitled "Why Study French," an Internet Scavenger Hunt and constructing a crossword puzzle on a special topic.

2002 ELECTION RESULTS

Vice-President: Éliane Kurbegov (FL)
Region IV: Diana Regan (PA)
Region VI: Valérie Lastinger (WV)
Region VIII: Helen Lorenz (TX)

We would like to take this opportunity to congratulate the new Executive Council members, Éliane Kurbegov and Valérie Lastinger, and to welcome them to the Executive Council. We also welcome back Regional Reps Diana Regan and Helen Lorenz who were reelected to second terms. The winners were all elected to three-year terms beginning January 1, 2001. We offer our heartfelt thanks to outgoing Past-President Gladys Lipton, Vice-President Marie-Christine Koop, and Region VI Representative Mary Jo Netherton who have finished their terms.

We also wish to thank Bryan Watkins for demonstrating his support for the AATF and for his involvement in AATF activities, past, present, and future in agreeing to run for office.

Jayne Abrate, Executive Director

annual Business French Symposium held on October 23 at the University of Houston. Representing the French Consul was Marie-Paule Serre, who reported on several study opportunities in France. Two student recipients of the *Destination: France* summer study scholarship reported on the *séjour en famille* this past summer.

Yvette Heno, new National French Contest Administrator for the chapter, announced the date and test sites for the 2002 contest. Rolande Leguillon, chapter historian and former AATF Regional Representative, showed the chapter scrapbook dating from the charter of the chapter in 1963, and announced April 26, 2002 as the date for the contest awards ceremony at the University of St. Thomas. Janet Smith, Spring Branch ISD French teacher, gave a presentation of her summer *Alliance Française* scholarship *séjour en France*.

KENTUCKY

The Kentucky Chapter had its spring meeting in Dayton, OH on March 2. The program was a folk dancing workshop, "Folk Dances of France," taught by Leslie Hyll, Director of Bagattelle, a folk dancing troupe based in Dayton. In September, at its fall meeting in conjunction with the Kentucky Council on the Teaching of Foreign Languages Conference, the chapter enjoyed another Bagattelle workshop. At the business meeting, President Gregory Fulkerson appointed a Board of Directors to facilitate decision-making between meetings. The board members are Lesia Eldridge from Hillsboro, Pat Strickland from Boyle County, and Becca Broderick from Louisville, a representative of the *Alliance Française*, Julie Steenberg from Barren County was chosen as the first editor of the

newsletter scheduled to come out in the spring of 2002. The chapter also decided to establish its own Excellence in Teaching Awards on the state level. The first of these awards will be given in 2002, with the winners then to be nominated for the National AATF Awards. The fall program included a report from Jacqueline Van Houten, Slate Foreign Language Consultant about the summer teacher academies and the new Kentucky partnership with Bourgogne involving the agreement to invite teachers of French from Bourgogne to staff unfilled French teaching positions in Kentucky high schools. Janice Morgan also reported on her participation in a three-week summer *stage* on business French pedagogy, sponsored by the French government and hosted in Grenoble, France.

For National French Week, the *Alliance Française* of Louisville hosted Claude Beauclair and his players for a production of *L'Accent grave*, a dramatic presentation of the poems of Jacques Prévert. The Kentucky Chapter sponsored a trip for teachers to the Gauguin, Van Gogh exhibit at the Art Institute in Chicago.

On the local level, Morningside and Helmwood Elementary Schools had mural contests, a t-shirt contest, and French flag and poster displays. Elizabethtown High School sponsored a Teacher Appreciation Breakfast, a French menu for all classes, eaten to the beat of French music played in the cafeteria. There was a *Tour de France* and a day of Breton dances.

At Berea Community School, Renee Hays and her students had a poster contest and a quiche-making contest. They distributed slices of *baguettes* and cheese and brochures listing the top ten reasons for studying French. Kathie Betler and students at Madison Southern High School worked with the art teacher to make *santons*. Becky Mozingo and her students held a *crêpe* party at George Rogers Clark High School in Winchester. Debra McDaniel and the French students at East Carter High School held their third annual NFW Open House for parents, families, and friends with traditional quiche-making contest, poetry reading, and singing. In 2001, there was also folk dancing with parents and Morehead State University students participating. MSU students and teachers also sang "À la claire fontaine."

Eastern Kentucky University held a French Cabaret. Fifteen students and the French faculty, Rebecca King and Dorothy Carter performed songs by lip syncing. Morehead State University presented a slide show "MSU in Paris." Morehead also participated in the Rowan Country High School post-NFW, post-Thanksgiving *fête* by having students perform Jennifer Kralik's original play, *La Vie extraordinaire de Jeanne d'Arc*. Rowan Country students recited poems.

NORTH TEXAS

As part of National French Week, the North Texas Chapter participated in the French Business Symposium held at

dustry, technology, education and translation, organizations and government, international trade, art, professional services, travel and tourism, and various others topics. Scholarships and trips to France were awarded to students based on testing and writing scores conducted after the symposium sessions.

We would like to thank the following people for their gift of time to the French Business Symposium: Philippe Orsetti, Patricia Bradley, Francis Leynaert, Jean-Michel Tourre, Michel Jaeger, Jérôme Christophe, Steve Maddux, Serge Schragin, Monique Cli dière, Arlette Douffiagues, Maurice Elton, Mireille Spamer, Françoise Collet, Eric Corticchiato, André de Baghy, Pierette Lacour, Pierre Dauchez, Jean Baudin, Bertrand Pelletier, Keith Harvey, Cynthia West, Jacques Grellet, Patrick Esquerré, Laetitia Orsetti, Ian Jaeger, Dr. Stephen Mittelstet, and the staff at Richland College.

In addition, the Dallas International School, Mission laïque française, invited AATF members in the area to a special dinner on November 8.

Submitted by
Anna Wood
Liaison Officer to the *National Bulletin*

NORTHWEST INDIANA

In addition to the members' regular immersion potluck gatherings, Northwest Indiana held its fifth annual Workshop on Teaching French in February at Valparaiso University. The Indiana State Foreign Language Consultant spoke on the state's new Foreign Language Standards. An awards brunch for *Grand Concours* winners was held in May when the Chapter celebrated having two National winners and awarded it \$300 scholarship to Darnell Cole, Jr., a 2001 graduate of Merrillville High School who is continuing his studies of French at the University of Illinois in Chicago this year.

In September, the Chapter was the test audience for an architectural tour of Chicago in French. The walking tour, delivered entirely in French, was a newly added feature provided by the Chicago Architecture Foundation, which has traditionally provided many tours in English.

In November, Dr. Ada Azodo organized a Community Celebration of French at Indiana University Northwest for National

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Richland College on November 10, 2001. Sponsors included Essilor, Accor, Air Liquide, Journal Français, Entrelac, E-med Innovations, Inc., Café Patrique, Alcatel, Capstone Underwriters, Inc., Gourmet Foods International, AATF, and the French-American Business Association of Dallas-Fort Worth. It was attended by approximately 125-150 students and 13 teachers from the Dallas-Fort Worth area.

The students answered trivia questions to receive CDs of Francophone entertainers. Students also were able to attend various question-answer sessions on in-

French Week with 340 high school students and teachers attending. Student contributions included singing the national anthems of the U.S. and France, recitation of original French poetry, a display of Mardi Gras masks, a PowerPoint presentation on French language issues, and a verb lesson taught by choreography. The keynote speaker was AATF Region VI Representative, Mary Jo Netherton.

OHIO

The Chapter met in Akron for its annual meeting in March. A major action taken at this meeting was to form an ad hoc committee to promote French in Ohio. The chapter sponsored three French sessions at the Ohio Foreign Language Conference. The chapter is very proud of Davara Potel who won the Dorothy Ludwig Award for Excellence in Teaching at the secondary level and of Susana Bellocq who won an AATF Summer Scholarship to France. National French Week was celebrated on the local level by individual schools and communities.

SOUTH CAROLINA

Dr. William Prioleau, a retired physician from the Goose Creek area of South Carolina and descendant of the first French settlers in the Palmetto State has played a leading role in three recent projects that the South Carolina Chapter has sponsored. These projects have promoted the knowledge and appreciation of the rich French Huguenot heritage of South Carolina. Dr. Prioleau's generosity has touched the lives of French teachers, community members, parents, and students of South Carolina.

His lecture-tour entitled "Low Country Tour of French Huguenot Sites," was a scholarly contribution to the program of events in celebration of National French Week. Dr. Prioleau's expertise in the area of the French heritage of South Carolina and his knowledge of the French language is greatly appreciated by the Chapter. Furthermore, his "on-site" presentations about the French Huguenots who originally settled in the Low Country of South Carolina made the historical facts come to life! The presentations were very well received by all who attended.

Without compensation of any kind, Dr. Prioleau made the arrangements for the tours of the Hampton Plantation grounds, the Saint James Church in Santee, the lunch at Le Mistral French restaurant in Charleston, the French Huguenot Church and Marigault House in Charleston, and the Goose Creek Huguenot Church.

The South Carolina Chapter is equally delighted that Dr. Prioleau assembled this knowledge of the French Huguenots by publishing *Les Français dans la Caroline*

du Sud. Even more appreciated is the fact that he used his personal funds to publish 1000 of these publications, ensuring that each French teacher in South Carolina had a personal copy. In November 2001 the Chapter mailed out 449 copies of the publication to French teachers teaching at all levels in the state.

In addition, Dr. Prioleau is hosting a session at the upcoming South Carolina Foreign Language Teachers' Association (SCFLTA) Conference entitled "The History of the French Huguenots in South Carolina." At this session, Dr. Prioleau will give out "classroom sets" of his publication to the first 20-25 attendees who come to the session. If there is a demand for more, the Chapter will consider making more copies of the publication for its members. During the session, Dr. Prioleau will give an overview and ideas for lesson plans (in French) on the history of his ancestors, the French Huguenots, who first settled in South Carolina to escape persecution by the Catholic monarchy of France.

Dr. Prioleau's lecture and slide presentation is sure to be useful to French teachers, especially those who were not able to attend his South Carolina Chapter breakfast address at the Southern Conference on Language Teaching (SCOLT) in 2001.

The South Carolina Chapter is proud of the difference that Dr. Bill Prioleau has made for South Carolina educators of the French language. His generosity and interest in foreign language education is indeed a role model for other chapters.

Respectfully submitted by
Kay Hewitt-Hoag
Secretary-Treasurer

TECHNOLOGY WORKSHOP OFFERED

The Center for Canadian-American Studies at Western Washington University is announcing its *Atelier de français: Language Acquisition, Technology and Québec Theater* directed by Dr. Robert Balas and Dr. Anne George. The workshop will take place June 23-June 28, 2002 at Canada House on the campus of Western Washington University in Bellingham.

The five-day workshop will provide high school and community college teachers of French language with practical experience in the use of technology (software, computers, DV camcorders, language labs) for the teaching of French language and culture. The workshop will focus on work done in Québec, videotaped and converted into interactive French language programs. Teachers will receive a variety of workshop materials including two CD-ROMs on Québec theater and accompanying software. A grant covers expenses of room and board for five days, parking, and curriculum materials.

The workshop is limited to 15 participants. The expected total cost is \$350 including an \$85 workshop fee deposit (nonrefundable upon acceptance) plus a \$50 enrollment fee and \$215 tuition (2 quarter credits or 20 clock hours).

For more information and for registration materials please contact the outreach coordinator at [tina.storer@wwu.edu] or Tel: (360) 650-7370; Fax: (360) 650-3995.



National French Week display at the local library organized by AATF member Louise Terry (NY).

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 34. 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 34 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.

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

Name: _____

Address: _____

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Telephone: _____ Home _____ Work _____

EXPLORING QUÉBEC: *HIER, AUJOURD'HUI, DEMAIN*

To understand the culture of Québec today and the possibilities for its future, one must begin with understanding its past. During the AATF Summer Research Seminar in Québec, this was achieved by allowing the participants (among whom I was delighted to be counted) to speak with historians and sociologists, to visit museums and monuments, and to explore the streets of *vieux Québec* and *vieux Montréal*. Having encountered the cultural history of Québec firsthand, we were better able to understand the current cultural trends and the nuances of the debates about Québec's possible future as a sovereign nation. The challenge for us, as educators, is to find a way to try to replicate this experience of exploration and discovery for our students in our classrooms. One way to do so is by creating classroom activities that capitalize on the wealth of information and activities available on the internet. The following activities are intended for upper-level French students enrolled in civilization or literature courses or advanced conversation courses.

Hier

Begin by offering your students a brief overview of Québec history and by introducing Québec's dictum "Je me souviens." Brainstorm its many possible meanings: what is it that one remembers about the past? Is it merely historical facts or is it also moments of daily life? Then, point your students to one or more of the Internet games proposed by Québec's *Musée de la Civilisation* [<http://www.mcq.org/jeux/index.html>]. These interactive games are designed to teach history through the process of exploration and discovery and require only good reading skills, some persistence, and a little computer savvy. The game "La Quête de l'amulette" focuses on the cultures of Native American Indian groups, or *autochtones* as they are now called, such as the Cris, the Atikamekews, and the Kanien'kehakas. The game "Ciel! Mon bateau..." leads players through a European explorer's first encounter with the Americas and his travels through *Nouvelle France*, from Québec to Louisiana. A third game, entitled "Les Québécoises ont aussi fait de l'histoire," introduces players to common objects used by women in daily life in Québec during the 19th and 20th centuries. The objects, part of the museum's "Mémoires" exhibit, are clues to deciphering the names of famous Québécoises. The three games, used together, offer a panorama of the history of Québec and can lead to further classroom discussion about each of the three eras in question.

Further, in the museum Web site's "Histoire" section [<http://www.mcq.org/>

[histoire/index.html](http://www.mcq.org/histoire/index.html)], you will find authentic historical documents that may be used as supplementary course readings. "Il était une fois...des filles venues de France" is a letter written from Sieur Jean Talon to Monseigneur Colbert concerning the 17th-century "Filles du Roi" who were sent to help populate New France. The section "Il était une fois...un incendie" contains documents written by an engineer describing the fire at the *Seminaire de Québec* in 1701 and offers a glimpse of 18th-century life in Québec. Finally, the section "Musiques du Québec à l'époque de Julie Papineau" introduces students to 19th-century composers and to the "Rébellion des Patriotes" in 1837, in which Julie Papineau's husband, Louis-Joseph Papineau, was a key figure. If these readings are too difficult for your students, another site offers a glimpse into Montréal's history. The "Vieux Montréal" site [<http://www.vieux.montreal.qc.ca>] presents a visually interesting, interactive tour of historical sites in old Montreal with short explanatory blurbs about each major site.

Aujourd'hui

The complexity of Québec's contemporary culture is not easily understood outside of its historical context. Once students have learned about the cultural history of Québec, they can begin to explore its current situation, which can be centered largely around the question of identity. Who are the Québécois? How can language express a cultural identity? How do *anglophones*, *francophones*, *autochtones*, and *allophones* (those whose native language is something other than English, French, or Native American Indian languages) together create today's multicultural Québec? How have immigrant populations enriched the cultural landscape of the region? As the concept of multiculturalism is at the core of many of the current debates about Québécois identity, it deserves exploration. The Québécois Internet exhibit "Métissages," which is linked through the more global "Musées et Millénaire" Web site project [<http://www.museo2000.org/mumi/fr/index.htm>], offers a variety of different ways of exploring the concept of *métissage*, presented from different viewpoints, including biological, cultural, linguistic, and social.

A related aspect of Québécois identity is the question of Québec's Americanness. As North Americans, do the Québécois share an "American" or "New World" identity with U.S. Americans, Caribbean and Central Americans, and South Americans? The exhibit "Identités américaines," also linked through the "Musées et Millénaire" project [<http://www.museo2000.org/mumi/fr/>

[index.htm](http://www.museo2000.org/mumi/fr/index.htm)], explores this topic by offering personal histories of average Americans and by challenging the viewers to formulate their own understanding of what it means to be American. Though this site does not deal uniquely with Québécois culture, it can be used as a springboard to discussions about cultural identity in Québec. For a more focused presentation of Québécois identity, the exhibit "Fou du hockey" in the "Histoire" section of the *Musée de la civilisation* [<http://www.mcq.org/histoire/index.html>] allows viewers to explore Québec's most famous winter sport. The exhibit includes a forum in which participants discuss topics such as the Americanization and the commercialization of the sport, as well as "l'anti-hockey," bringing the topic of sports into a discussion of the similarities and differences between Québécois and U.S. Americans in the North American context.

Lastly, explore Québec's current cultural climate through newspaper Web sites. Ask students to choose a city in Québec or a section of the news that interests them and to track news stories on the Web concerning that city or aspect of the culture. The major French-speaking Canadian newspapers can be found through the Cyberpresse Web site [<http://www.cyberpresse.ca>]. Ask students to summarize what they have read or to create a mock television news broadcast in class.

Demain

What will the future hold for Québec? Although the *souverainistes* were defeated by the *fédéralistes* in previous referendum votes on the question of independence, the idea of sovereignty is still bubbling in the hearts and minds of the Québécois. During the AATF seminar in July 2001, we encountered this spirit of debate about the future of Québec at every turn. In August, the president of the *Parti Québécois*, Bernard Landry, made the following statement: "Il y aura un Sommet des Amériques à Buenos Aires en 2005. Cette fois, je veux qu'on y soit comme peuple libre" ("Landry espère que le Québec devienne souverain d'ici 2005" *Le Droit* 12 août 2001). Armed with their knowledge of Québec's past and having explored its present, ask your students to debate the future of Québec. Will Québec become independent by 2005? Why would attending the Summit of the Americas as an independent nation be an important milestone? It's time to draw on our knowledge of the past and the present in order to debate the future. Two Web sites that may be useful in formulating debate strategies are the site of the "Parti Québécois" [<http://partiquebecois.org/>

programme_preface.phtml] and the site of the "Conseil pour l'unité canadienne" [http://www.ccu-cuc.ca/index_fr.html]. Each offers information concerning the agendas of the *souverainistes* and the *fédéralistes*, and links to other sites concerning the question of Québec's possible future independence from Canada. Divide students into groups and ask them to explore these sites in order to find information that will allow them to hold an informed debate of the issues in class. Follow up your in-class debate with further monitoring of the Québécois press for breaking news. Interested to see if their future predictions will unfold, you will have instilled in your students and built into your curriculum not only knowledge of Québec's past and familiarity with its present, but also concern about its future—an interest which, with any luck, will extend beyond the boundaries of your class.

Elizabeth A. Blood
College of the Holy Cross

Many thanks to the AATF and to Marie-Christine Koop, who organized the Québec Summer Research Seminar, as well as to our hosts and *conférenciers* in Québec and Montréal, whose knowledge and viewpoints inspired us. Further thanks to my fellow colleagues and participants for their lively debates, their challenging questions, their quick wit, and their tireless dedication to the pursuit of Québécois culinary delights, even after long days of seminars and meetings and discussions.

WEB SITES

Conseil pour l'unité canadienne: [http://www.ccu-cuc.ca/index_fr.html]

Cyberpresse: [<http://www.cyberpresse.ca>]

Musée de la Civilisation de Québec (click on "jeux" or "histoire"): [<http://www.mcq.org>]

Musées et Millénaire: [<http://www.museo2000.org/mumi/fr/index.htm>]

Parti Québécois: [http://partiquebecois.org/programme_preface.phtml]

Vieux Montréal: [<http://www.vieux.montreal.qc.ca>]

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, 2002**. Requests for information should be addressed to Anne Hebert, 2040 North Bissell, Chicago, IL 60614-4206.

FRENCH STUDIES: A SURVEY OF STUDENT ATTITUDES AND INTERESTS

A group of French professors from universities in the Washington area conducted a survey of student attitudes and interests with regard to the study of French. The final results were submitted in September 2001. The rationale for this project was to provide French teachers, from member institutions of the Washington Consortium of Universities, with concrete information about student conceptions and misconceptions regarding the study of French. The student narratives, the questionnaire, a detailed rationale and bar graph are now on-line and appear on the AATF Web site as a link for the Promotion of French. The questionnaire can be downloaded for use by AATF members.

Students chose to study French for diverse reasons which can be divided into three main categories: (a) personal edification and the desire/need to understand another culture; (b) job/career interests and possibilities, i.e., utilitarian reasons; (c) intellectual, linguistic, and aesthetic pleasure.

At all institutions but one, Advanced Conversation won out as the preferred course to take after basic courses were completed. The study of French Culture/Civilization and French Literature remain high on the students' preference list (except at one university). The study of Business French is also quite popular among students. At several institutions, there was a surprising interest in Translation courses.

Some students reported or implied that the initial motivation they had for choosing French at the university level was due to previous experience. Perhaps this should be a signal to all of us in the profession to strongly encourage the dialogue between university and secondary school teachers of French.

More general conclusions and information can be found on the Promotion of French link to the AATF Web site.

The French teachers who participated in the first phase of the survey were: Michel Darcis (American University), Muriel Dominguez (project director-Marymount University), Catherine Jolivet (George Washington University), Margaret Ann Kassen (the Catholic University of America). The following professors distributed the questionnaire at their respective institutions: Ray LePage (George Mason University), Milena Santoro (Georgetown University), Sister Maura Prendergast (Trinity College), Derayah Derakhshesh (Howard University), and Carol Mossman (the University of Maryland). Angelica Cordoba (Marymount University) is our Web advisor.

HOMEWOOD HIGH SCHOOL FRENCH STUDENTS CELEBRATE NATIONAL FRENCH WEEK 2001

The French classes at Homewood High School (AL) celebrated the third annual National French Week, November 5-9, 2001, with many different activities this year. This year the students began French Week in Tuscaloosa at the 60th annual French Convention whose theme was "Un Tour de France." HHS students participated in skits, individual events, scholar's bowl, and created artwork with the regions of France as the main focus. The French III class created board games about the regions that they took with them to share with other schools. HHS French students were also involved in the following activities that week:

Students worked in the computer lab to research the purpose behind National French Week as well as to find information about the French influence in Alabama and which languages certain famous people speak.

Dr. Serge Bokobza made a wonderful presentation to French classes about the necessity of learning and knowing another language.

The student body tasted French desserts prepared by the students of French along with the Family and Society classes. That night, students, parents, faculty, and other community members were invited to watch the French classic, *Cyrano de Bergerac*.

A group of students from Imer Harbour School near Atlanta, GA gave two outstanding performances of Francophone African songs on drums. Students were dancing in the aisles.

The AP and French III students attended the French play *Tartuffe* at the Bessemer Civic Center.

Among other activities planned for the week, French students taught other students in the school French phrases, and the school was labeled in French as well as decorated with Francophone countries' flags and information about famous French people. Students had the opportunity to win prizes daily by answering French trivia questions correctly, and teachers and parents placed their names in a drawing for a certificate for dinner for two from Rue de Provence in Mountain Brook. HHS is looking forward to the 4th annual National French Week next November.

Melissa Dameron



AATF COMMISSION ON CULTURAL COMPETENCE Marie-Christine Koop, Chair



The AATF National Commission on Cultural Competence
offers many opportunities to AATF members!

As a follow-up to the research seminar that was organized in Quebec last July (see September issue of the *AATF National Bulletin*), a volume on Quebec is currently being prepared.

An article by Elizabeth Blood, one of the participants in this seminar, appears on page 19 of this issue; it is titled "Exploring Québec: hier, aujourd'hui, demain." Others will follow in the near future.

Warren Johnson, another participant in the seminar, has developed a Web site on Quebec at [<http://www.clt.astate.edu/wjohnson/aatfquebec>].

As a reminder, the most recent volume prepared by the Commission is still available. Support your association and the AATF Commission on Cultural Competence by asking your school library to purchase it: Koop, Marie-Christine Weidmann, ed. assisted by Rosalie Vermette. *France at the Dawn of the Twenty-First Century: Trends and Transformations* (Summa, 2000). Visit the Commission Web site below for ordering information or write Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725; \$33.95.

WANTED

Are you interested in organizing and conducting workshops on cultural competence? Then, AATF needs you!
If you would like to join the Commission and participate in its work, please contact:

Marie-Christine Koop
Dept. of Foreign Languages and Literatures
University of North Texas
P.O. Box 311127
Denton, TX 76203-1127
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Visit the Commission Web site at [<http://courses.unt.edu/koop/aatfculture.htm>].

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INFORMATION ON THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, and non-governmental organization governed by a 63-member board of directors, the majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders. Created in 1987, the Board's mission is to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do, providing a national voluntary system certifying teachers who meet these standards, and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers. It is available to all teachers who hold a baccalaureate degree, have taught for a minimum of three years, whether in a public or private school, and have held a valid state teaching license for those three years, provided they teach in one of the certification areas (the 19 certificates available in 2000/2001 were applicable to nearly 90% of the eligible teaching population, and work is well-advanced on certification in foreign languages). There are currently 9531 National Board Certified Teachers in the U.S.

The work of the NBPTS has an impact throughout the U.S. As of August 2001, legislative and policy action creating incentives and recognition for National Board Certification has been enacted in 44 states and in approximately 299 local school districts.

Go to the NBPTS Web site (see below) and click on the state you are interested in for descriptions of state-wide action in support of National Board Certification and local activities on behalf of teachers seeking National Board Certification. You will also find state-by-state listing of National Board Certified Teachers, current and local Board members, assessment center locations, and other contacts.

National Board Certification is a symbol of professional teaching excellence. National Board Certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments.

National Board Certification complements, but does not replace, state licensing. While state licensing systems set

entry-level standards for novice teachers, National Board Certification establishes advanced standards for experienced teachers. The standards grow out of a central NBPTS policy statement, *What Teachers Should Know and Be Able to Do*. This statement and the vision of teaching it describes are organized around five core propositions:

- Teachers are committed to students and their learning;
- Teachers know the subjects they teach and how to teach those subjects to students;
- Teachers are responsible for managing and monitoring student learning;
- Teachers think systematically about their practice and learn from experience;
- Teachers are members of learning communities.

Based on these propositions, the National Board is setting advanced standards in more than 30 certificate fields. The certificates are structured around student developmental level(s) and the subject(s) taught.

Based upon the standards, multi-part assessments are used to identify National Board Certified Teachers. Teachers applying for National Board Certification are expected to demonstrate principled, professional judgment in a variety of situations. Evaluating such complex behavior requires innovative assessment methods. National Board Certification assessments are performance-based exercises and give teachers an opportunity to grow professionally by requiring them to reflect on and describe their practice.

The National Board Certification process is an extensive year-long assessment of actual teaching practice. The performance-based assessments require teaching portfolios which include student work samples, videotapes, and thoughtful, written analyses of the candidates' classroom teaching and of student learning. Candidates also complete a number of timed, written exercises designed to probe the depth of their subject-matter knowledge as well as their understanding of how to teach those subjects to their students.

What is unique about National Board Certification is that it assesses not only the knowledge teachers possess but the actual use of their skills and professional judgment in the classroom as they work to improve student learning.

Our nation's colleges and universities are key players in creating this revitalized education system. Since its creation, the

National Board has worked closely with institutions of higher education. In 1991, the National Board conducted a Field Test Network to help review draft standards and field-test the assessment packages and operating System for the first two National Board Certificates. Eleven universities participated as field test sites, and the University of Georgia and the University of Pittsburgh were involved in developing the assessments for two certificates.

Today, colleges and universities are involved in a variety of ways. Many institutions are incorporating the National Board's standards for accomplished teaching into their teacher education programs.

To learn more about the continuum of teacher preparation, visit Web sites for The National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Broad support for National Board Certification comes from Democratic and Republican governors and legislators, state and local school boards, the nation's two largest teachers unions, teacher educators, education organization, and classroom teachers.

The National Board has received the endorsement of a wide range of associations including the National Governors' Association, the National Council for Accreditation of Teacher Education, the American Federation of Teachers, the Council for American Private Education, the Council of Great City Schools, the National Alliance of Black School Educators, the National Conference of State legislatures, the National Education Association, the National School Boards Association, among others.

The private sector has also provided board support for National Board Certification.

For further information, please contact the National Board for Professional Teaching Standards at Tel: (800) 22TEACH or visit our Web site at [<http://www.nbpts.org>]; National Board for Professional Teaching Standards, 1525 Wilson Boulevard, Suite 500, Arlington, VA 22209 or 26555 Evergreen Road, Suite 400, Southfield, MI 48076

This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation.

Note: Compiled by the Northeast Conference on the Teaching of Foreign Languages from information on the NBPTS Web site. Appeared in NEC Review, 49, Fall 2001 (68).

COMPETITION FOR SCHOOLS SPONSORED BY THE *CITÉ DES SCIENCES*

The *Cité des Sciences* in Paris has just announced a competition in conjunction with the *Fédération internationale des Professeurs de Français*. The deadline for the completion and delivery of the reports is **April 30, 2002**. In May a jury of judges will review the reports to make their selection and the winners will be announced in June and awarded at the *Cité des Sciences* in Paris. Enter your class for this competition the theme of which is "Man being repaired or transformed?" (*L'homme réparé ou transformé?*).

Scientific and technological progress, working for mankind, is there to relieve, assist, and cure. This kind of progress can lead to excess, to the point of creating new forms of life or hybrids, clones that could become reality. Have we entered into a millennium of supermen, robots, and monsters? Has science fiction become daily reality? Please let us have your opinion on this, let us know what is being said or done in your area or country, by submitting a report produced with your students. Do you happen to know any old or more recent stories on this subject?

Produce a report

The rules of the competition are simple. All you have to do is help your pupils to produce a report on a subject concerning "Man being Repaired or Transformed?" and send it to the *Cité des Sciences* in Paris. It must arrive no later than April 30, 2002. The report should reflect your own geographic, historical, cultural or economic environment, and may be presented in two languages. It may take any one of three forms:

- **Written word:** a file around 10 pages long, made up of a variety of typewritten documents
- **Video cassette:** an audio-visual presentation around 10 minutes in length, comprising different sequences edited together
- **Multimedia:** a CD-ROM or an Internet Web site (accessible with standard computer equipment).

You may choose to use for your report, photographs, drawings, cartoons, poems, texts, discussions, statements or interviews from researchers, doctors, patients, artists (sculptor, writers, storytellers...) close to you.

Science and Literature

The judges will meet at the *Cité des Sciences* in May 2002. They will pay particular attention to the following points:

- The multidisciplinary approach: the report must develop the theme of Man from both a scientific and a literary standpoint;

- The collective aspect of the work: the whole report must be produced by the same group of pupils;
- The way in which local characteristics—historical, social, cultural or economic—are presented;
- The richness and quality of the vocabulary used;
- The structure of the report (plan, glossary, bibliography, etc.);
- The aesthetic quality of the work.

Deadline April 30, 2002

Completed reports must be sent to the *Cité des Sciences* to arrive **no later than April 30, 2002**. Address: *Cité des Sciences et de l'Industrie*, Service promotion scolaire, Concours scolaire, 75930 Paris Cedex 19, France.

Prizes

One hundred prizes will be awarded for the 100 best reports. The prizes are offered by Air France, *le ministère des Affaires étrangères*, *l'Afides*, and the *Cité des sciences et de l'Industrie*.

- **1st prize:** a stay in Paris, comprising accommodation, meals, a city tour and museum visits, for a group of pupils and teachers from the winning class
- **2nd prize:** three sets of computer equipment enabling pupils to surf the Internet will be awarded for: a written report; a video report; a multimedia report.
- **3rd prize:** three televisions and VCRs will be awarded for reports made by: a class aged 10 to 14; a class aged 15 and over
- **4th to 13th prizes:** color printers
- **14th to 30th prizes:** books from the Explora collection and science video cassettes
- **31st to 100th prizes:** scientific books or science video cassettes or educational CD-ROMs.

Presentation of Prizes

Results will be announced and prizes awarded in the presence of representatives of the competition sponsors: Air France, *le ministère des Affaires étrangères*, *la FIPF*, *l'Afides*, and the *Cité des sciences et de l'Industrie*.

In order to indicate your participation in this competition send the following information by mail, fax or email (addresses will follow): name and address of the educational establishment, country, telephone number, fax number, email address, name of the teacher, subject(s) taught, class age group to: *Cité des sciences et de l'Industrie*, Service promotion scolaire, Concours scolaire, 75930 Paris Cedex 19, France; Fax: 011-33-1-40-05-77-69; E-mail:

[promotion-scolaire@cite-sciences.fr]. You may also indicate that you wish to obtain the competition rules, a brochure "Les Défis du vivant" as well as a catalogue of courses for schools at the *Cité des sciences*.

FRIENDS OF VIEILLES MAISONS FRANÇAISES ANNOUNCES GRANTS FOR NEW HISTORIC RESTORATION PROJECTS

The international U.S. preservation and cultural organization, Friends of *Vieilles Maisons Françaises* (FVMF) has announced it will fund six new historic restoration projects in the U.S. The grants will coincide with the organization's upcoming 20th anniversary celebration in 2002. Each of the six awarded U.S. projects will be in the \$20,000-\$25,000 range. The restoration project criteria for grant consideration is as follows: (1) the project should have architectural and historical merit; (2) the project should be landmarked; (3) the project should be open to the public; (4) the project should have a "French" connection or a strong reason should be given why FVMF's mission statement would allow support for this project; (5) the project's funds matching the proposed contribution from FVMF should be in place or applied for.

Organizations interested in applying for a grant should also include the following information in their proposals: (1) the project's restoration should be described in detail with an estimated cost of works to be carried out, and (2) a specific grant request amount should be stated.

FVMF is a 501c(3) non-profit, tax-exempt, charitable organization dedicated to preserving French architectural and cultural heritage. Programs include grants to restore historic architecture, the jointly sponsored Friends of *Vieilles Maisons Françaises*-American Institute of Architects Richard Morris Hunt Fellowship, seminars on French decorative arts, and student exchange programs between France and the U.S.

Notable funded restoration projects in the U.S. include: the Amoureux House, St. Genevieve, MO; the Laura Plantation, New Orleans, LA; the President's Room of City Hall, New York City; the San Francisco War Memorial Opera House; and the Elms Mansion in Newport, RI.

For further information on the grant application process or membership please contact: Ms. Carron Leon, Friends of *Vieilles Maisons Françaises*, 14 East 60th Street, Suite 605, New York, NY 10022; Tel: (212) 759-6846, E-mail: [carron@FVMFNYC.org].

SUMMER INSTITUTES

The National Capital Language Resource Center announces the dates for its 2002 Summer Institutes as follow:

Foreign Language Teacher Education, June 24-25, Presenter: Dr. Ron Leow

This workshop is designed for teachers of all levels interested in foreign language teacher education. Participants will update their knowledge of current theories of language learning. Topics include models of attention and awareness, research on all four skills (listening, reading, speaking, writing), and the roles of input, instruction and testing. We will have a hands-on session on materials preparation based on information gleaned from SLA research.

Teaching Learning Strategies in the Foreign Language Classroom, June 26-27

Presenters: Dr. Anna U. Chamot and George Washington University Staff

The workshop will introduce participants to a variety of learning strategies and demonstrate how to incorporate strategy instruction into foreign language curricula classrooms at all levels. Participants will engage in hands-on activities to identify student strategies, practice modeling strategies, and share strategy lessons designed to integrate language and culture in their classrooms.

Oral Proficiency Assessment, June 25

Center for Applied Linguistics

We will introduce the proficiency criteria of the ACTFL Guidelines, using multimedia software produced by the presenters to provide training in rating oral proficiency. Activities will be based on tasks taken from the Simulated Oral Proficiency Interview (SOPI). Participants will be trained to apply the revised ACTFL Guidelines for speaking to evaluate student speech in a foreign language. The workshop will alternate between speaking and hands-on practice

Teaching with Technology in the Foreign Language Classroom, June 28-29

Georgetown University

Presenters will provide educators with a critical framework in which to consider the use of technology in language learning. Presenters will provide activities designed to permit the technology novice to increase competence and confidence in this important domain. Participants will have opportunities to evaluate a variety of technology based materials and programs, to design and share Internet lessons, and to examine practices and intergration of technology for various purposes, languages and levels.

For more information about 2002 Summer Institutes, contact: NCLRC, 2011 Eye St. NW, Suite 200, Washington, DC 20006; Tel: (202) 973-1086; E-mail: [nclrc@gwu.edu], Web site: [http://www.cal.org/nclrc].

LE FRANÇAIS DANS LE MONDE

Le français dans le monde est le journal des professeurs qui enseignent le français à des étrangers. Les textes qui le composent viennent de deux sources, l'une provenant du monde entier et élaborée dans des classes où l'on enseigne le français, l'autre située en France et dans la Francophonie, alimentée par des chroniqueurs réguliers. Cette double respiration traduit bien la spécificité de la revue. D'une part, elle cherche à apporter, à ceux qui sont éloignés, l'actualité culturelle, sociale, documentaire, des pays où se parle la langue cible. D'autre part, elle constitue, renforcée par son site internet [http://www.fdlm.org], un formidable carrefour d'expériences qui permet à chacun de bénéficier des réflexions et des trouvailles de ses collègues du monde entier.

L'actualité dans la classe

Afin de ne pas enseigner le français comme une langue morte, le professeur a besoin de compléter son information et celle de ses élèves par des documents d'actualité. Aucun manuel ne peut les lui fournir en temps réel. Un bimestriel le peut.

Comment, lorsqu'on est loin, être tenu au courant des œuvres qui s'élaborent jour après jour, des débats qui préoccupent nos sociétés, sans l'apport régulier d'une information choisie? Cette information, vos élèves en ont besoin pour s'intéresser au français tel qu'il se vit, car notre conviction profonde est que l'on n'apprend pas une langue pour sa seule beauté, mais pour connaître directement la culture dont elle est porteuse. Aussi, nombre d'articles figurant dans la revue, en particulier ceux qui sont regroupés dans la partie «Culture et société», nous paraissent constituer d'excellents textes d'appui pour l'enseignement d'un français en mouvement. Pour faciliter l'utilisation de ces textes en classe, nous avons regroupé dans une fiche pédagogique des conseils pour utiliser en classe ces chroniques, avec des suggestions d'activités adaptées aux niveaux.

Un carrefour d'expériences

Le français dans le monde fait découvrir la réalité de l'enseignement du français à ceux dont le français n'est pas la langue maternelle. Réalité militante dans la partie «Univers du français», réalité didactique dans la partie «Formation», réalité pédagogique dans les nombreuses «Fiches pratiques.»

Le site [http://www.fdlm.org], indissociable de la revue, est là, lui aussi, pour vous permettre de communiquer entre vous. Un lien étroit unit le site et la revue sur papier. En effet, nous vous posons régulièrement

sur le site des questions pédagogiques en accord avec les sujets que nous pensons traiter dans les prochains numéros. Nous publions aussi quelques unes de vos réponses dans nos colonnes. Cette revue est la vôtre, elle existe pour que vous vous y exprimiez, pour que vous y échangiez des expériences, pour que votre motivation et celle de vos élèves soient sans cesse renouvelées.

Une large partie des articles publiés proviennent de collègues du monde entier. Envoyez-nous des articles, *Le Français dans le monde* dépend largement de vous, pour son contenu et sa diffusion. Nous publions ce que vous nous faites savoir de vos réflexions, de vos contraintes, de vos pratiques, de vos réussites.

Envoyez-nous vos contributions, faites connaître la revue autour de vous. Vous ferez de cette manière avancer la cause des professeurs de français. La rédaction de *Français dans le monde*, 27, rue de la Glacière, 75013 Paris, France; Tél.: 01 45 87 43 26; Fax: 01 45 87 43 18; Mél: [fdlm@vuef.fr].

Note: AATF members can subscribe to *Le Français dans le monde* at a reduced rate. Check your dues renewal invoice or the AATF Web site at [http://aatf.utsa.edu] for more information.

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 75, No. 1 (2001). Les activités se trouvent à la page 8.

- I. (1) restiez (2) s'attaquer (3) verrez (4) aille (5) aient (6) publia ou a publié (7) contredisez (8) aurait cru (9) a eu dit ou eut dit (10) aie jamais enviee
- II. (1) dont l'œil dit zut à l'autre (2) avait les dents longues (3) monte facilement sur ses grands chevaux (4) se crêpent le chignon (5) chauffeuse (6) se léchait les quatre doigts et le pouce (7) ne se mouche pas du coude. (8) s'est fourré le doigt dans l'œil (9) cou de cygne (10) lever le coude
- III. (1) une consœur (2) une doctoresse (3) une ministre (4) une chercheuse (5) une inspectrice (6) une poétesse (7) une psychanalyste (8) une plombière (9) une censeuse (10) une contrôlease
- IV. (1) faux (2) faux (3) vrai (4) vrai (5) faux

A SURVEY OF FEDERAL FUNDING FOR FOREIGN, INDIGENOUS AND SIGN LANGUAGE LEARNING

This article has been excerpted from the complete report in order to highlight those programs that might be of particular concern to French teachers. The complete report is available from JNCL-NCLIS, 4646 40th Street, Suite 310, Washington, DC 20016.

I. Introduction

Imagine the following scenario: The house of federal foreign-language funding is on fire, a blaze set by arsonist budget hawks. The JNCL-NCLIS board, trapped inside, can escape with its life—and five of its most valued entitlements. So, soot-smearred and choking, which programs should the board scramble to save, and which should it forsake?

As bizarre as this sounds, it does have real world relevance. For surely, Congressional budget cutters may at some point turn their axes (or their torches) to Title VI and other language-related funds. And surely, if they choose to do so, JNCL-NCLIS ought to have a contingency plan. Which programs do we fight to save, even at the expense of forsaking others? Just such a concern has motivated this survey.

The short descriptions that follow outline the premier federal foreign language programs, including both Title VI and non-Title VI outlays. This survey groups the programs under seven categories: (A) graduate-level; (B) business-related programs; (C) the Fulbrights; (D) Sign; (E) indigenous languages; (F) K-12; (G) National Endowment for the Humanities (NEH); and (H) Department of Defense programs. In sketching the general shape of a program, descriptions highlight two concerns: 1) Overlap. Does the program duplicate the function of another program? And 2) Dynamic. How is the program intended to complement the others?

A caveat with regards to the first, overlap. As John Paul at the Department of Education affirms, there is no overlap of *projects*. That is, you will find no two grantees writing the same Serbo-Croatian grammar—funding available to foreign language programs is far too sparse for that. And in any case, administrators of the Title VI grants, the NEH, National Security Education Project (NSEP), Institute for International Education (IIE), and the Interagency Language Roundtable (ILR) communicate informally among themselves to prevent such duplication. However, we *can* usefully speak of overlap of *programs*; some programs indeed duplicate the efforts of others and thus waste personnel and material resources.

Originally, I did intend to take into account a third concern: Quality. How proficient are foreign language learners when they emerge from a Title VI or other programs? Unfortunately, I could find no data on this. My contacts at the NFLC and ACTFL assure me that indeed, none exist.

This survey includes some programs that seem marginal to JNCL-NCLIS' interests, while leaving out others that, at first blush, would seem to deserve consideration. As for the former, I decided to include Hawaiian education programs because I consider the political fortunes of indigenous languages intertwined with that of foreign languages. As for the latter, I decided to exclude the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) Title VII bilingual education programs because Title VII fails to specify whether recipient schools should approach bilingual education with a maintenance-driven or transitional pedagogy. Given the political climate, I assume—and OBEMLA joins me in assuming—that most bilingual education monies end up funding transitional (alias “early exit” or “subtractive”) programs.

Shh. Did you hear that? That sulfurous hiss? Someone in Congress just struck a match.

II. Programs

A. Graduate Level Programs

1. National Resource Centers (NRCs)

The NRC program provides grants to major private and public research universities to establish, operate, and strengthen graduate and undergraduate centers that focus on modern foreign languages, world areas, and global issues. Each center instructs students, trains teachers, supports research, gathers and maintains library resources, and engages in outreach activities with nearby schools and the local community. Through these efforts, NRCs seek to engender international cultural literacy and to produce expertise in the less commonly taught languages. Title VI requires NRCs to teach at least one foreign language (most teach far more) and maintain linkages with overseas institutions. It is anticipated that the experts trained at NRCs will go on to contribute to the needs of the government, academia, and business.

The architects of Title VI envisioned NRCs as the mainstays for international education in the U.S., serving to attract expertise and train successive generations

of experts. Ideally, NRC institutions also receive FLAS fellowships (see #2 below) so as to provide incentives for the brightest students to study at the NRCs.

Notably, some NRCs offer an undergraduate complement to their graduate language and area studies programs. The University of Pennsylvania even offers African languages courses to its undergraduates.

In FY2001, \$22,991,000 funded 114 national centers focusing on 9 world centers, benefitting 1,644,523 teachers and 2,592,075 students.

2. Foreign Language and Area Studies (FLAS) Fellowship

The FLAS fellowships program provides grants to selected institutions of higher education enabling them to offer academic year and summer fellowships to their graduate students on a competitive basis. Awards are used for a combination of modern foreign language study and area study, language and international or professional study, or dissertation research.

The architects of Title VI intended FLAS fellowships as incentives to *individual students* to pursue languages and area studies. In this way, FLAS provides the funding incentive to students that complements the institutional funding lent by the NRC program. Nearly all FLAS-receiving institutions are also NRCs.

However, a small number of FLAS-receiving institutions are *not* NRCs. This is because these institutions offer important course work in particular countries or languages, yet do not qualify as NRC grantees because their curricula do not cover entire “areas.” Thus, in addition to providing the individual incentive to study at NRC institutions, FLAS fellowships serve the secondary function of supporting institutional course offerings on specific countries or languages.

In FY2001, \$16,359,000 funded grants to 119 institutions, which in turn supported 647 students for academic year study and 462 students for summer study. FLAS fellows studied 109 languages in 2001.

3. International Research and Studies (IR/S)

The IR/S Program awards grants to institutions of higher education, public and private agencies and organizations, and individuals to conduct research, surveys, and studies to improve and strengthen instruction in modern foreign languages, area studies, and other international fields.

Many of the nation's instructional materials for less commonly taught languages have their origin in this program. The IR/S program favors technologically-oriented projects; Johns Hopkins University, for example, has a grant to develop an online method of evaluating Fulbright-Hays Programs.

Approximately \$150,000 annually of the IR/S program allocation is reserved for the Small Business Innovation Research program (SBIR)—a program designed to enable certified small business concerns to conduct language-related research. SBIR has so far funded Internet-based batteries of Korean and Chinese oral proficiency tests at the advanced level.

In FY 2001, \$4,505,000 funded 39 research programs, including one SBIR grant.

4. Language Resource Centers (LRCs)

The LRC program provides grants to institutions of higher education to carry out activities to improve the teaching and learning of foreign languages. Projects under this award category can include materials development and publication, research into proficiency testing, training for proficiency test administration and interpretation, technological innovation,

and the dissemination of such research achievements.

Clearly, there does exist some overlap between the mandate of LRCs and that of IR/S grantees. Both the LRC and IR/S programs fund auxiliary support for language learning such as the creation of new materials and research into new pedagogical techniques. The differences between the programs appear in (1) structure: LRCs *institutionalize* auxiliary research, while IR/S grants fund independent projects; and (2) the fact that LRCs train teachers whereas the IR/S program does not.

While LRCs distinguish themselves from IR/S grants by their teacher training function, this same function overlaps to some degree with the teacher training function of NRCs and the Fulbright Programs run by USED. NRCs have a mandate to conduct "outreach" with K-12 institutions, and Fulbrights train the professorate exclusively.

\$3,240,000 funded nine LRC grants in FY2001.

5. American Overseas Research Centers (AORC)

The AORC program provides grants to any American overseas research center that is a consortium of institutions of higher

education and receives more than 50% of its funding from public or private U.S. sources. Ten ORCs—in Tunisia/Morocco, Senegal, Italy, Greece, Egypt, Turkey, Cyprus, Jerusalem, Jordan, Yemen, and India—have a permanent presence in their country of focus. Department of Education dollars provide the funds for "administrative overhead" at these centers.

The architects of Title VI recognized that no international education policy can hold its head high if it does not facilitate at least some study outside U.S. borders. ORCs help to establish that requisite overseas presence for American education.

It should be noted that ORCs duplicate to some extent the efforts of NRCs and the Fulbright program. All NRCs facilitate overseas study through study-abroad programs; Fulbright, likewise, allows Bachelor's degree holders, teachers, administrators, graduate students, and faculty to study or conduct research overseas. In fact, one might argue that NRCs and Fulbright programs provide even more "authentic" and immersive overseas education experiences than do ORCs, since the former typically send students to national universities, and the latter enroll students at transplanted American universities.

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In FY2002, \$800,000 funded 11 AORCs.

6. Undergraduate International Studies and Foreign Language (UISFL)

The UISFL program provides awards to institutions of higher education and consortia such that they can plan, develop, and implement programs to strengthen undergraduate instruction in international studies and foreign languages. Grantees include two- and four-year public and private colleges and universities, consortia of such institutions, and non-profit associations.

UISFL helps to shore up the undergraduate section of the foreign language learning "pipeline" that originates with FLAP at the elementary level and ends in the Fulbrights at the post-doctoral level. UISFL and IIPP (see #7) are the only federal programs that directly fund undergraduate foreign language learning within the U.S.

In FY2001, \$4.5 million funded 62 UISFL projects.

7. Institute for International Public Policy (IIPP)

The IIPP program, created by the United Negro College Fund, identifies, recruits, and trains students in Historically Black Colleges and Universities (HBCU), the Hispanic Association of Colleges and Universities (HACU), and the American Indian Higher Education Consortium (AIHEC), in conjunction with the Woodrow Wilson National Fellowship Foundation (WWNFF), and the Association of Professional Schools of International Affairs (APSIA) for successful careers in international affairs. The goal of the IIPP is to increase diversity in this field for the next century.

The single consortium funded by IIPP selects 20 promising college sophomores each year and preps them for careers in international affairs through summer institutes, study abroad, language training, and internships. Grantees should ultimately earn a Master's Degree.

Most of the Title VI programs fund opportunities along what we might call the vertical axis ascending from the lower grades through to the higher echelons of academia. IIPP, then, attends to a horizontal axis that defines the spectrum of ethnic diversity. IIPP helps to ensure that a diversity of students, at least at the undergraduate level, comprises each class of foreign language learners.

\$1,022,000 funded the consortium's grants to undergraduate students in 2001.

8. Graduate Assistance in Areas of National Need (GAANN)

This program provides fellowships to assist "graduate students of superior ability who demonstrate financial need, in order to sustain and enhance the capacity for teaching and research in areas of national need." Eligible applicants include any academic department, program, or other academic unit of an institution of higher education that provides courses of study leading to a graduate degree in an area of national need. Preference is given to applicants whose proposed projects focus on chemistry, engineering, math, physics, and foreign languages—"especially the less commonly taught languages."

The small percentage of foreign-language grants provided through the GAANN program overlaps with FLAS. Indeed, GAANN funds no endeavor that FLAS cannot. But GAANN is far from redundant in terms of foreign language funding; GAANN favors applicants who can show need, thereby attending to economically less-advantaged language learners. Thus, GAANN, in a small way, attempts to cover the horizontal ground of economic diversity.

In FY2001, \$31 million funded approximately 70 new and 70 continuing GAANN grants.

B. Fulbright-Hays Programs

The Fulbright Program was established in 1946 under legislation introduced by Senator J. William Fulbright (AR) with the goal of increasing the mutual understanding between the U.S. and other countries. Approximately 88,000 U.S. citizens (and 146,000 from other countries) have participated in the program since its inception more than fifty years ago. The Fulbright

Program awards approximately 4500 new grants annually; no federal program sends more Americans abroad. The grants described below represent the five most significant programs.

1. Fulbright-Hays Doctoral Dissertation Abroad

This program promotes "modern foreign language training by supporting doctoral dissertation research projects abroad." The program provides grants to graduate students, through Institutes of Higher Education (IHEs), to engage in full-time Ph.D. research abroad in modern foreign language and area studies. The primary purpose is to aid teachers and scholars in their goal to enlarge their research knowledge and capability in world areas and enhance understanding of those cultures, areas, and languages. Applicants must be U.S. citizens accepted into a doctoral program and planning to teach in the U.S. upon graduation.

Annually, approximately 85 Ph.D. candidates conduct dissertation research in those areas of the world in which their formal academic training has focused. Their research activities result in a refinement of their research techniques and hypotheses; improvement and retention of their abilities in foreign languages; establishment of contacts with foreign scholars, and linkages with foreign institutions. Generally, Fulbright Doctoral Dissertation does not sponsor research focused on Western Europe.

Since 1964, this program has enabled 3834 doctoral candidates to conduct research. 78% have subsequently taught in their area of specialization; 90% have

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added new courses to curricula; 44% have supervised dissertations in their field; most have engaged in outreach activities, including 57% with K-12 students and 65% with the general public. Fellows have studied over 100 languages in over 75 countries and have published an average of one book and six articles directly related to their research.

The architects of Title VI envisioned the following ideal: After first encountering language in the elementary school through FLAP (see below under K-12 programs), a language learner continues through high school and wins, say, an IIPP grant to support her undergraduate language study. She then goes on to study at a National Resource Center with the aid of a FLAS fellowship and wins a Fulbright grant to pursue doctoral research. She would then go on to make the most of an FRA (see below) and even help to organize a GPA (see below).

In FY2001, \$3,406,660 supported 130 fellowships.

2. Fulbright-Hays Faculty Research Abroad (FRA)

This program is designed to “strengthen modern foreign language and area studies programs through support for research projects conducted abroad by faculty at IHEs.” The program contributes to the development and improvement of modern foreign language training and area studies through grants to scholars to maintain and improve their skills through the conduct of research abroad on topics related to modern foreign languages and area studies not commonly taught in IHEs. Eligible applicants include U.S. citizens or permanent residents with two years teaching experience in a relevant field and adequate foreign language skills.

In FY 2001, \$1,346, 900 funded 27 research projects.

3. Fulbright-Hays Group Projects Abroad (GPA)

This program is designed to “develop and improve modern foreign languages and area studies programs at all educational levels through overseas research, training, or curriculum development projects. Students, faculty, and administrators receive funding to travel abroad with the purpose of integrating international studies into a given IHE’s curriculum, carry out group research on specific aspects of foreign areas and cultures, and develop and maintain intensive advanced language study projects abroad. Eligible applicants include institutions of higher education, state departments of education, and private nonprofit educational organizations, or combinations thereof. Applicants must be U.S. citizens or permanent residents; college juniors, seniors, or graduate students planning to teach; educational administrators at all levels; or elementary and secondary school teachers. Generally, this program does *not* fund projects in Western Europe.

In FY 2001, \$3,459,000 supported 720 individuals working on group projects.

4. Fulbright-Hays Seminars Abroad (SA)

The Seminars Abroad program provides 4-6-week overseas summer cultural seminars, designed by USED and Fulbright commissions, for elementary, high school, and college teachers in non-science disciplines and state or local curriculum specialists. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public. Generally, this program does *not* support seminars in Western Europe.

Languages and area studies are best taught abroad. Yet relatively few citizens in a given community—much less the sec-

ondary and elementary students in that community—have the opportunity to study in or visit another country. The Seminars Abroad program seeks to provide vicarious overseas experiences to such students. In this way, SA marginally reinforces the K-12 section of the Title VI pipeline.

Note that this program does not necessarily involve the learning, teaching, or use of a foreign language.

In 2000, 110 teachers participated in 10 seminars; in FY 2001, \$1,612,812 supported seminars for 160 teachers.

5. The Fulbright U.S. Student Program

The U.S. Student Program is designed to give recent B.S. and B.A. graduates, master’s and doctoral degree candidates, and young professionals and artists opportunities for personal development and international experience. Grantees design projects, which may include university course work, independent library or field research, classes in a music conservatory or art school, special projects in the social or life sciences, or a combination of the foregoing. The program promotes cross-cultural interaction and mutual understanding on a person-to-person basis in a truly immersive in-country environment.

In all instances, Fulbrighters must be competent in a language of the host country. Last year, the U.S. Student Program supported 944 Americans abroad.

The U.S. Student Program reinforces the broad goal of extending U.S.-based international education beyond U.S. borders. In addition, the U.S. Students Program complements the Department of Education’s Fulbrights by reserving funds for non-academics, researchers who eschew traditional academic modes of inquiry, journalists and artists all qualify. What’s more, the U.S. Student Program favors younger applicants and does not require that applicants evince a career path.

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_____ *La Minerve* @ \$22

Total enclosed: _____

Check the Materials Center (page 34) for other promotional items.

C. Business-Related Programs

I. Business and International Education (BIE)

The BIE program provides matching grants to IHEs for projects carried out in partnership with business enterprises, trade organizations, or associations engaged in international trade. These projects are designed to enhance international studies programs at colleges and universities and to expand the capacity of the business community to engage in commerce abroad. Grantees are two- and four-year college programs.

BIE has trained over 200,000 business persons through outreach programs designed to help the U.S. prosper in the global economy. BIE programs have also created over 100 new degree programs in international business. Despite these achievements BIE-funded projects do not necessarily include foreign language learning.

BIE seeks to complement IIPP and UISFL programs by providing additional funding for area studies at the undergraduate level; ideally, BIE spreads area studies and language learning into business curricula, from which point languages and area studies may "infect" still other departments.

In FY2001, \$4,300,000 funded 57 projects.

2. Centers for International Business and Education (CIBE)

The CIBE program—a.k.a. CIBERs—provides grants to eligible IHEs or combinations of these institutions to pay the federal share of the cost of planning, establishing, and operating multidisciplinary educational centers on international business. These centers are to serve as a national resource for the teaching of

improved business strategies and to support research in international trade. Title VI further mandates CIBEs to "provide instruction in foreign languages to promote cross-cultural understanding of our trading partners;" to this end, CIBEs have offered 141 undergraduate and 454 graduate language "courses for special purposes." From 1989-96, the CIBE program sent 10,889 students overseas through a variety of programs including study abroad; 2,201,329 students have been affected by "curricular revisions;" and 12,528 business people attended workshops and seminars developed for the business community.

Structurally, the CIBEs seek to institutionalize collaboration between language and areas studies and business programs. In this way, the CIBEs serve a function similar to that of the BIE program; they try to internationalize business and in so doing perhaps make internationalization more attractive to other departments.

In terms of their contribution to foreign language learning, impartial observers suggest that CIBEs concentrate on providing foreign language *opportunities* for students rather than churning out language-proficient graduates. Scrutiny of abstracts for all currently funded CIBEs reveals that less than one-third of CIBEs incorporate either high-level language courses or foreign-language-medium business courses. Most opt for multimedia centers and other autodidactic tactics.

In FY2001, \$8,760,000 funded 28 centers.

3. Technological Innovation and Cooperation for Foreign Information Access (TIFCA)

The TIFCA program provides grants to IHEs, public and nonprofit libraries, or combinations of IHEs and libraries, to use

electronic technologies to collect and disseminate information needed for research on international education and foreign languages.

Like the IR/S and LRC programs, TIFCA does not directly fund language learning. However, it does seek to provide auxiliary support to language learning. TIFCA complements the IR/S and LRC by helping to widely disseminate the research results they all achieve, thus aiding the enterprise of foreign language teaching. TIFCA is the amplifier of IR/S and the LRCs.

In FY2001, \$1.3 million funded 8 projects.

F. K-12

1. Foreign Language Assistance Program (FLAP)

FLAP provides matching seed funds to state educational agencies or local educational agencies to pay the federal share of the cost of innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary and secondary school students. FLAP favors projects that begin teaching foreign languages in the elementary grades, with the primary focus on the less commonly taught languages.

Since its inception FLAP has provided seed money for foreign language instruction in languages as diverse as Russian and Haitian Creole. Some projects have even used FLAP funds to create dual immersion curricula and develop new materials and teaching techniques.

FLAP stands as the champion of the K-6 section of the Title VI pipeline, providing language instruction for children during their "critical period," when language *acquisition* (as opposed to the labored task of *learning*) is still a possibility.

In FY 2001 \$14.9 million funded 46 new

projects.

2. Star Schools

The Improving America's Schools Act (IASA) reauthorized the Star Schools program in 1994. Its purpose is to encourage improved instruction in mathematics, science, foreign languages, and other subjects—especially for underserved populations, including disadvantaged, illiterate, LEP, and disabled students—through distance learning technologies. Competitive priority is given to projects with a math, science, or foreign language component. However, according to Department of Education estimates, language-related projects comprise less than 20% of Star Schools awards. Eligible applicants include state departments of education, school districts, consortia of public schools, and companies serving public schools.

The program has served more than 1,600,000 students in 6,000 schools in all states, several territories, and the District of Columbia. Each year, approximately ten new Star Schools projects receive nearly \$2 million each.

G. National Endowment for the Humanities

The NEH espouses a mission of enriching the humanities. As a result, all grant competitions welcome applicants from the expanse of humanities disciplines—history, theater, English literature, in addition to classical and modern foreign languages. While all the grants listed below may plausibly fund foreign language learning, only a small percentage—NEH administrators estimate 10%—of their budgeted funds actually end up doing so.

One notable advantage to NEH grants is that successful foreign language applicants are more likely to have included hearty helpings of cultural content in their proposals, which inarguably would increase the quality of foreign language learning.

The cultural character of NEH-funded foreign language projects makes them somewhat complementary to the Title VI programs, which tend either to a “political” area studies orientation or an “economic” international business orientation. Additionally, the NEH grants help to shore up language learning in the critical K-12 section of our national foreign language learning pipeline by making grants available to elementary schools.

1. Schools for a New Millennium

The NEH seeks to fund projects that innovatively apply technology to the study of humanities. The program favors projects that engage a critical mass of educators in elementary, middle, or high school in

collaboration with local college and university faculty.

Because this program funds schoolwide projects, languages rarely find their way into the abstracts: few schools can commit the resources to a particular language in all classrooms at all grade levels. However, one school in Fresno, California, did incorporate Spanish language and culture into a New Millennium project as part of an immigration theme.

These grants provide up to \$200,000 per school.

2. Education Development and Demonstration

The Education Development and Demonstration program provides grants to schools, colleges, universities, libraries, museums and other cultural institutions to improve formal humanities education in the U.S. Projects may enable school teachers and university faculty to collaborate in exploring how important texts may be taught differently, help institutions innovate significant humanities courses and materials, develop and apply technologies to the humanities, encourage wide dissemination of materials, and address other educational issues, including sustained study of second languages and their cultural contexts.

Under this rubric, the NEH offers two different kinds of grants. The first, Humanities Focus Grants, enable educators to map a new direction for the teaching of the humanities at their institution. Applicants for the Focus Grant face an expedited review process and receive \$25,000 for short-term projects, typically 12-18 months.

Alternatively, the NEH offers National Education Project Grants. These larger, long-term grants (an average of \$150,000 for 1-3 years) enable educators to approach national educational issues and to enrich the humanities on a broad scale. Ultimately, these grants lead to new materials for the teaching of humanities and the dissemination of those materials nationwide. One example of the National Grant is the NFLC's research into Web-based models of teaching Spanish to Spanish speakers.

3. Summer Seminars and Institutes

Grants support summer study along two axes—by participant and by format. Participants may be either schoolteachers or college and university faculty, and the format may be that of summer seminar or summer institute. No matter what type of grant, all share similar objectives: 14-35 participants meet to study emerging trends, reconsider an important text, engage in research, or immerse them-

selves in new pedagogical theories.

Each grant is worth \$75,000-\$140,000.

H. Department of Defense

1. National Security Education Program (NSEP)

NSEP sponsors three kinds of funding: scholarships for undergraduate study abroad, fellowships for graduate study, and grants to U.S. institutions of higher education.

Undergraduate scholarships provide up to \$20,000 in tuition aid for U.S. students currently enrolled and who to pursue serious study abroad in areas currently underrepresented by U.S. students. This involves foreign language learning without exception.

NSEP graduate fellowships seek to encourage U.S. students enrolled in or admitted to graduate programs in U.S. higher education institutions to significantly internationalize their education experience by developing expertise in the languages and area studies of less commonly studied countries. These awards carry support ranging from \$2,000 per year for study at the home institution to \$10,000 per year abroad for up to a total of two years.

Finally, NSEP grants to IHEs seek to: (1) improve the quality and infrastructure of international education; (2) address issues of national capacity in international education; and (3) define innovative approaches

SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

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

In French or English!

[http://aatf.utsa.edu/
general/self/](http://aatf.utsa.edu/general/self/)

to issues not addressed by NSEP scholarship and fellowship programs. The grants program focuses on two broad problem areas that reflect the challenges to enhancing the infrastructure of international education in U.S. higher education. The first deals with the development and expansion of quality of programs overseas. The second addresses the development and implementation of programs and curricula on U.S. campuses that provide more opportunity for study of foreign languages and cultures and the integration of these studies into overall programs of study. Most importantly, the grants program encourages projects that address those fields and disciplines where opportunities for international education are limited. 10-25 awards will range from \$25,000 (for special projects) to \$300,000 (for materials development) to \$450,000 (for infrastructure) per year.

NSEP for undergraduates helps to subsidize the foreign languages and area studies endeavors of undergraduate students in much the same way as UISFL and IIPP do. However, NSEP helps to establish a much-needed presence overseas for undergraduate foreign language training whereas UISFL and IIPP do not.

NSEP for graduate students does duplicate the function of FLAS insofar as they both subsidize graduate students' education in languages and area studies. Yet while FLAS grants filter to students through the sieve of particular institutions, NSEP grants are awarded on a competitive basis to students who can subsequently apply them to tuition at a school of their choice. Moreover, NSEP favors less commonly taught languages and compels its grantees to work for the government for two years after earning their degrees.

NSEP for institutions duplicates the function of the NRC program insofar as they both fund institutions' degree programs in languages and area studies. However, NSEP favors less commonly taught languages—especially those in high demand by the U.S. Intelligence Community—whereas NRCs do not necessarily do so.

In total, NSEP awarded \$2.5 million in FY 2001.

2. Defense Language Institute (DLI)

DLI, an accredited college run by the army, is the largest school of language in the world. Eight hundred and fifty teachers instruct over 3,000 soldiers and state department employees in 21 languages deemed integral to national security.

Classes meet for 30 hours per week at minimum, not including homework. No doubt in partial result of this rigor, DLI

students attain, on average, proficiency levels of 2.5 after training periods of between 25 weeks (for easy languages) and 63 weeks (for the most difficult).

Importantly, the skills of DLI graduates spill over into non-military sectors. According to DLI's director, Ray Clifford, between 75% and 80% of DLI graduates "leave at the earliest possible opportunity" to pursue jobs with other government agencies or in secondary school or university teaching. According to these figures, DLI produces around 800 non-military language professionals each year, a number to which no other federal program can compare. Thus, not only does DLI produce a language resource for national security, it also supplies a considerable number of language professionals to private business and the public good.

Timothy Perry
JNCL-NCLIS Intern
August 2001

Have a Question?

If you have a question about the *Grand Concours*, about the AATF Convention, about membership, about your local chapter, about the work of our Commissions, about National French Week, go to the AATF Web site at [<http://aatf.utsa.edu>]. You'll probably find the answer there.

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société Honoraire de Français* now has information up on the AATF Web site at [<http://aatf.utsa.edu>]. Click on National Headquarters and you will see the SHF link. You can find basic information about starting a chapter including the necessary form, a sample constitution, suggestions for initiation ceremonies, as well as the form to report new student initiates and information on ordering supplies.

We hope that this information will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331; E-mail: [[hkt0718@louisiana.edu](mailto:hk0718@louisiana.edu)].

If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

Promotional Materials

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

Check out the

- AATF Materials Center (p. 34)
- Poster series (p. 26)
- Promotional Flyers (p. 28)
- Other Promotional Items (p. 18)

JANIS GLASGOW MEMORIAL PRIZE 2001, 2002 OR 2003

To honor the memory of pioneer George Sand scholar Janis Glasgow, the George Sand Association has created the Janis Glasgow Memorial Prize for the best doctoral dissertation defended in the years 2001, 2002, or 2003, in English or French, in whole or in part on George Sand. Members of the Editorial Board of *George Sand Studies* will serve as judges of the manuscripts submitted. The prize will be awarded during the April 2004 conference in Philadelphia celebrating the bicentennial of Sand's birth.

To submit work for consideration for the award: by no later than **January 10, 2004**, please send an abstract of the dissertation, a curriculum vitae, and a letter of recommendation from the dissertation adviser to Annabelle Rea, President of the George Sand Association, French Department, Occidental College, 1600 Campus Road, Los Angeles, CA 90041. Finalists may be asked to submit the entire dissertation at a later date in the selection process.

What's New in the French Review?

Vol. 75, No. 3 (February 2002)

- "Women Writers and Translation in Eighteenth-Century France" (Pieretti)
- "Temps et destin dans *Le Second Violon* d'Yves Beauchemin" (Côté)
- "La Littérature du SIDA: genèse d'un corpus" (Volet)
- "Using the World Wide Web to Teach Francophone Culture" (Beyer and Van Ells)
- "Assessing Oral Performance in the Secondary Classroom" (Westphal, Wacha, Rhodes)
- "Conversation avec Ousmane Sembène" (Aas-Rouxparis)

as well as other articles of interest, useful reviews, and, of course, "La Vie des mots."

**MARK YOUR
CALENDAR!
JOIN US IN**

**ATLANTA IN
2004!**

**Attend the AATF conven-
tion as we again join
forces with the *Fédération
internationale des
professeurs de français.***

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

NEW PUBLICATION

The AATF Commission on French for Business and Economic purposes is pleased to announce the publication *Frost in France: An American Recycling Company Negotiates a Joint Venture in France*. *Frost in France* is a role-play simulation designed to teach cross-cultural negotiation strategies. Maureen Maguire Lewis (the Fuqua School of Business, Duke University) is the author of the 80-page simulation. *Frost in France* is designed to teach undergraduate, graduate, and MBA-level students cross-cultural understanding, negotiation skills, communication and behavior adaptation, and environmental issues in France and the U.S. *Frost in France* was developed through funding by the U.S. Department of Education's International Research and Studies Program grant to the AATF and the Commission. For more information on *Frost in France* contact the San Diego State University CIBER Web site at [<http://www-rohan.sdsu.edu/dept/ciber/frost.html>].

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 7-13, 2002**

***Take French out of the
classroom and into the
community!***

MOVING? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.50 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you intend to move, please let us know your new address by returning this form to National Headquarters as indicated.

CHANGE OF ADDRESS		
Name _____	_____	_____
Last	First	Middle
New address _____		
_____	_____	_____
City	State	Zip
Old address _____		
(as it appears on mailing label)		
_____	_____	_____
City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Remember that no AATF publications are mailed over the summer.		

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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

	American Association of Teachers of French Année _____
	M., Mme/Mlle _____
est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.	
Fait à Carbondale, Illinois, États-Unis d'Amérique	
le _____ pour servir et valoir ce que de droit.	
_____ La Secrétaire générale	

LANGUAGE COURSE FINDER

A new and powerful search engine now offers free user access to tens of thousands of foreign language centers, boarding schools, distance learning courses, hotel schools, MBA courses, and flight training centers, located in 150 countries worldwide.

A system of search criteria leads students directly to the schools or training centers which cater to their needs, providing them with instant information about the courses of their choice.

Multilingual access makes most of the information available to the majority of the world's populations.

Contact: Web site: [<http://www.internet-course-finder.com>]; E-mail: [info@internet-course-finder.com], Am Hofgarten 9, 53113 Bonn, Germany; Tel.: 49.228.201190; Fax: 49.228.2011944.

CLASSROOM ACTIVITIES

This is the classroom activity for this issue of the *National Bulletin*! As you can see, it is not a very satisfactory activity for any of us. We count on all of you, our readers, to send us the exciting and innovative things you do in your classrooms, to share with other AATF members.

Please let us not have another activity such as this one for our April issue. Send us your contributions now. As the holidays are approaching, take one day from your break to write up something, include handouts if there are any, and send it to: Jane Black Goepper, Editor, *AATF National Bulletin*, 2324 Park Avenue, Apt. 34, Cincinnati, OH 45206. We all look forward to the exciting ideas you will send us.



Je suis:



LA CORDE À SAUTER

This is an activity which has many possibilities for a class that needs both to repeat for retention as well as move around to maintain focus! My class used this to learn professions. I remember doing this as a child in my own language, and it is a lovely way to move outside the confines of the classroom to drill painlessly. Distribute the question mark list (enlarged to 8½" x 11") to each member of the class. The whole class recites the professions in rhythm as one child jumps. When the child trips the rope, the profession being recited is what he or she will become. The students readily learn the pattern "Je suis avocat" without the article which interferes when trying to translate because they are repeating it with each member of the class. This list was for sixth graders, but a shortened list for younger students works just as well. Follow-up activities can be developed according to the language level of the students. Ask them to draw or cut out) pictures from magazines of the profession they "chose" through the wisdom of the jump rope. Then they can show their classmates what their profession is and transfer to a pattern with *il* and *elle* to apply to their classmates. Happy jumping!

Elizabeth Miller

Crystal Springs Uplands School Hillsborough, CA

MEMBERS' NOTES

Mel B. Yoken, Chancellor Professor of French and Director of the Boivin Center of the University of Massachusetts at Dartmouth, was promoted to the rank of *Officier dans l'Ordre des Palmes académiques* on October 15, 2001 following a talk given by Pierre de Boisdeffre, one of France's leading contemporary authors and former ambassador from France to several countries. Professor Yoken was decorated by both Boisdeffre and Stéphane Chmelewsky, the Consul General of France in Boston.

At a ceremony and reception held November 16, 2001 at the French Embassy in Washington during the ACTFL Convention, four AATF members were decorated with the *Palmes Académiques* by M. François Berry Delongchamps, *Ministre conseiller à l'Ambassade de France*. AATF President **Jean-Pierre Piriou** was promoted to the rank of *Officier dans l'Ordre des Palmes académiques*. AATF Executive Director **Jayne Abrate** was named *Chevalier dans l'Ordre des Palmes académiques*. AATF members **Myriam Met** and **Mina Parsont** were also named

Chevaliers.

This year's recipient of the Tennessee Foreign Language Teachers Association Jacqueline Elliott Award for Service in Foreign Language Higher Education is **Dr. Joan Triplett Easterly**. Dr. Easterly studied at the Université d' Aix-en-Provence, France and holds a B.A., M.A., and Ph.D. degrees in French from Vanderbilt University and an additional M.A. from the University of Tennessee. Joan has served as vice president and president of the Tennessee AATF Chapter. She has made outstanding contributions to TFLTA, serving both as a Board Member and as a presenter on numerous occasions at the annual conference.

Co-Chair of the AATF Commission for the Promotion of French, AATF member **Jacqueline Thomas** was recently named Regents Professor at Texas A&M University-Kingsville. Criteria for the award are service, teaching, and scholarship. Jacki has been at the university for more than 20 years and has received many other honors. She is the first woman to be named Regents Professor.

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 H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331, E-mail: [htk0718@louisiana.edu] or from the AATF Web site at [http://aatf.utsa.edu/].

AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany orders. 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. *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.

Bumper Stickers: *Forward with French*. 2 / \$1.00; 10/ \$4.00.

TEACHING VIDEOS

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 AND AWARDS

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! T-shirt: "La Francophonie: le monde à votre portée;" green with white lettering. Specify size (L, XL, XXL). \$10 for 1; 2 for \$15. While supplies last.

NEW! *Posters*. Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes 123-page 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 and information by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

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. General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$5.00 for the first copy; \$1.00 each additional copy (old version also available; while supplies last).

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.

AATF PROMOTIONAL ITEMS

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 Tote Bag: "Le français au coeur 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 6/30/02.

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 7-13, 2002
Take French out of the
classroom and into the
community!**

CALENDAR OF EVENTS

ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: February 1-2, 2002, Birmingham, AL. Information: Stephen R. Todd, Department of Classics, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229; Telephone: (205) 726-2535; Web: [http://www.samford.edu/schools/artsci/aafllt].

FOREIGN LANGUAGE ASSOCIATION OF GEORGIA (FLAG): February 15-16, 2002, Athens, GA. Information: M.E. Beaton, FLAG Administrator/Treasurer, 648 McLaurin, Griffin, GA 30224; E-mail: [eyofme@aol.com]; Web: [http://www.flageorgia.org].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, March 7-9, 2002, Oklahoma City, OK. Information: Audrey Cournia, Executive Director, 1348 Coachman Drive, Sparks, NV 89434; Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web: [http://www.learnalanguage.org/swcolt].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, March 14-16, 2002, Baton Rouge, LA. Information: Lynne McClendon, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynemcc@mindspring.com].

OHIO FOREIGN LANGUAGE ASSOCIATION, "Unity Across the Profession: Bringing It All Together," March 14-16, 2002, Columbus, OH. Information: Dwight Loken, The Meeting Connection, 893 High Street, Suite J, Worthington, OH 43085-4134; Telephone: (614) 888-2568; Fax: (614) 888-1684; E-mail: [lokendtmc@cs.com]; Web: [http://www.ofla_online.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 21-23, 2002, Kansas City, MO. 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]; Web: [http://www.centralstates.cc].

SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS ASSOCIATION: March 22-23, 2002, Columbia, SC. Information: Carolyn L. Hansen, SCFLTA Executive Director, Department of Spanish, Italian and Portuguese, University of South Carolina, Columbia, SC 29208; Telephone: (803) 777-4171; Fax: (803) 777-7828; E-mail: [hansen-carolyn@sc.edu].

VIRGINIA COMMONWEALTH UNIVERSITY FRENCH FILM FESTIVAL: March 22-24, 2002, Richmond, VA. Information:

Peter Kirkpatrick, Bird House, P.O. Box 842021, Richmond, VA 23284; Tel: (804) 357-FILM, Fax: (804) 355-4744; E-mail: [frenchfilm@vcu.edu]; Web: [http://www.frenchfilm.vcu.edu]

EIGHTH INTERNATIONAL CONFERENCE OF THE ASSOCIATION OF CARIBBEAN WOMEN WRITERS AND SCHOLARS: April 2-6, 2002, Martinique. Information: Professor Hanétha Vété-Congolo, Bowdoin College, Department of Romance Languages and Literatures, 7800 College Station, Brunswick, ME 04011; Telephone: (205) 725-3826; Fax: (205) 725-3348; Email: [mvete@bowdoin.edu].

TWELFTH ANNUAL CONFERENCE OF NORTH AMERICAN CHRISTIAN FOREIGN LANGUAGE ASSOCIATION, April 4-6, 2002, Grantham, PA. Information: John Beaney, Department of Foreign Languages, Messiah College, Grantham, PA 17027.

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].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, April 9-13, 2002, Salt Lake City, UT. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conv@tesol.com].

INTERNATIONAL FEDERATION FOR MODERN LANGUAGES AND LITERATURES: REIMAGING LANGUAGE AND LITERATURE FOR THE TWENTY-FIRST CENTURY: August 14-21, 2002, Bangkok, Thailand. Information: Suthira Duangsamorn, LOC (Secrétariat), XXII Intl. FILLM Congress, Assumption University of Thailand, Hua Mak, Bangkok 10240, Thailand; E-mail: [artsds@au.ac.th]; Web: [http://www.au.ac.th].

BLUE RIDGE INTERNATIONAL CONFERENCE ON THE HUMANITIES AND THE ARTS (BRICHA): April 18-20, 2002, Appalachian State University, Boone, NC. Information: Michael Lane, E-mail: [lareme@appstate.edu]; Web: [http://www.bricha.appstate.edu].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 18-21, 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: [lwillia@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].

ASSOCIATION INTERNATIONALE DE LINGUISTIQUE APPLIQUÉE, December 16-21, 2002, Singapore. Information: Conference and Travel Management Association, Pte. Ltd., 425A Race Course Road, Singapore 218671; Telephone: (65) 299-8992; Fax: (65) 299-8983; E-mail: [etmapl@singnet.com.sg]; Web: [http://www.aiala2002.org].

MODERN LANGUAGE ASSOCIATION, December 27-30, 2002, New Orleans, LA. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://www.mla.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 6-8, 2003, Minneapolis, MN. 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]; Web: [http://www.centralstates.cc].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS: March 22-25, 2003, Baltimore, MD. 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].

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- Feb. 15, 2002 Deadline for applications for AATF Summer Scholarships (see page 12)
Deadline for applications for ASFAP Scholarships (see page 20)
- Mar. 1, 2002 Deadline for applications for AATF Small Grants (see page 14)
Deadline for applications for the AATF Dorothy Ludwig Excellence in Teaching Awards (see page 6)
Deadline for submission for the MLA James Russell Lowell Prize (see November issue)
- Mar. 15, 2002 Deadline for applications for the AATF Walter Jensen Scholarship for Study Abroad (see page 3)
- April 1, 2002 Deadline for submissions of chapter winners to the AATF FLES* Commission Poster Contest (see page 11)
Deadline for submissions for *le Prix de la paix et de l'entente mondiale* essay contest (see November issue)
- April 20, 2002 Deadline for *Cité des Sciences* contest (see page 23)
- May 1, 2002 Deadline for submissions for the MLA Prize for Independent Scholars, Kenneth Mildener Prize, and Prize for a Distinguished Bibliography (see November issue)
- July 11-14, 2002 AATF Annual Convention in Boston (see April issue)
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