



LETTRE DU PRÉSIDENT



Jean-Pierre Piriou, Président

Chers collègues et amis,

J'espère que lorsque vous recevrez cette nouvelle édition du National Bulletin, vous aurez déjà renouvelé votre adhésion à l'AATF. Cependant, au cas où il y aurait des retardataires, je vous rappelle que les Français aiment à dire qu'il n'est jamais trop tard pour bien faire, et que vous pouvez donc le faire immédiatement. De plus, vous n'aurez pas manqué de constater que plusieurs élections doivent être décidées cet automne. Nous devons élire un nouveau président qui prendra ses fonctions le premier janvier 2004, après une année comme président élu. Nous devons également choisir un vice-président, et il y a aussi plusieurs postes de délégués régionaux à pourvoir. Point n'est besoin de rappeler que les collègues qui occuperont ces différentes fonctions seront ceux qui présideront, avec les autres membres du Conseil exécutif, aux destinées de l'AATF et qu'il est par conséquent très important de prendre ces élections au sérieux.

Nous voilà encore une fois à l'époque de la Semaine du Français, et je suis certain que les projets de cette année n'auront rien à envier à ceux des années précédentes. N'oublions pas que l'American Association of Teachers of German a décidé de suivre notre exemple et organise à son tour la National German Week. Puisque l'imitation est la plus belle forme de flatterie, nous pouvons donc nous enorgueillir de voir que le projet de la présidente Gladys Lipton a fait son chemin depuis le jour où elle en a lancé l'idée aux membres du Conseil

exécutif qui ont, au départ, accueilli le projet avec une courtoisie empreinte d'une certaine réserve.

Dans mes messages, j'ai toujours fait preuve d'optimisme quant à l'avenir du français aux USA et à celui de l'AATF, mais j'ai toujours insisté sur le fait qu'il fallait constamment faire preuve de vigilance et ne jamais baisser la garde. J'en donnerai pour preuve quelque chose qui se passe en ce moment dans l'état de Géorgie. Il y a deux ou trois semaines, un article en première page du Atlanta Journal and Constitution indiquait que le State Board of Education allait recommander qu'on abolisse l'exigence de deux années d'étude d'une langue étrangère pour l'obtention du diplôme de fin d'études du high school. On mentionnait aussi que le gouverneur, champion de la cause de l'éducation et candidat à la réélection en novembre, applaudissait l'initiative! Il faut savoir qu'en Géorgie, depuis déjà un certain nombre d'années, il faut deux ans d'une langue étrangère, autre que l'anglais, pour obtenir le diplôme du secondaire. Et ces deux ans sont requis pour l'admission dans tous les établissements d'enseignement supérieur de l'état. Faisant preuve d'une logique à toute épreuve, ceux qui proposent le changement et le gouverneur disaient aussi que les collèges et universités se verraient aussi dans l'obligation de ne PLUS exiger deux ans d'une langue étrangère comme condition d'admission. La manœuvre est tellement outrancière qu'un véritable tollé s'est levé et qu'une masse de protestations s'est fait entendre. Faire cela à un moment où nous entendons que les réformes éducatives du gouverneur portent leurs fruits et où on nous dit en même temps que l'état de Géorgie vient de passer du quarante-neuvième rang au cinquantième rang en ce qui concerne les scores aux examens SAT suffit à donner des frissons. Qui ne craindrait pas de confier son automobile à ces gens-là de peur qu'ils confondent la marche avant et la marche arrière! Ces gens-là me font penser à ces toutous tellement poilus qu'on n'arrive jamais à savoir de quel côté est la tête et de quel côté est l'arrière train et qu'on hésite toujours avant de leur donner un biscuit, car ne sachant pas vraiment de quel côté le leur

présenter, on n'est jamais sûr de le leur mettre dans la gueule!

En dépit de la stupidité d'une telle initiative, qui reviendrait à rejeter l'état de Géorgie dans les ténèbres de l'obscurantisme, si tant est qu'il en soit sorti, je reste encore une fois optimiste, et je pense que le bon sens prévaudra et que cette tentative échouera grâce à la détermination des professeurs de langues étrangères en Géorgie et à la vigilance de dirigeants nationaux. Cependant, ceci est un exemple de ce qui peut arriver dans n'importe quel autre état, sous l'influence d'autres leaders éclairés, à la faible lueur d'une bougie il est vrai, et c'est ce qui prouve que nous devons rester mobilisés.

À part cela, comme dans l'inoubliable chanson "Tout va très bien, Madame la Marquise!" nous continuons à préparer le congrès de Martinique, et comme à ma connaissance il n'y a pas d'ours aux Antilles, je créoliserai le proverbe français en disant que sans vouloir boire le ti-punch avant de l'avoir versé, j'espère que nous pourrons compter sur la participation d'Aimé Césaire, membre honoraire de l'AATF depuis de nombreuses années, au moins pour la séance d'ouverture. Les préparatifs du congrès mondial d'Atlanta commencent à

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s'intensifier. Une nouvelle équipe est en place à la Direction du français au Ministère des affaires étrangères, et il nous est permis de compter sur un soutien très substantiel. Pour cela, nous continuons à travailler en étroite collaboration avec Chantal Manès de l'Ambassade de France à Washington. Je dirai en passant que lors d'une récente conversation téléphonique que j'ai eue avec elle, elle m'a dit que nous pouvions compter sur les bourses pour les stages d'été en France et que la seule inconnue de l'équation était les villes où ils auraient lieu. Ayant eu des commentaires très positifs sur le stage à Pau l'été dernier, nous avons demandé s'il serait possible d'y envoyer le groupe l'été prochain. Restez branchés sur le site Internet de l'AATF et vous y trouverez tous les renseignements nécessaires au fur et à mesure que nous en avons connaissance. J'espère que tout le monde sait maintenant que nous avons changé d'adresse et qu'il faut aller maintenant à [http://www.frenchteachers.org]. À ceux qui demandent pourquoi nous avons abandonné AATF dans l'adresse, je suggérerai qu'ils se branchent sur [http://www.aatf.org], et si les nouvelles de la *Asian American Tennis Foundation* les passionnent, ils seront certains d'y trouver leur bonheur.

Depuis mon retour de Martinique au début août, je suis resté sagement à la maison, et aussi à l'université, mais cela ne pouvait pas durer, et le 15 octobre, j'ai repris le chemin de l'aéroport pour Los Angeles. Ayant appris que je devais m'y rendre pour une réunion d'un comité AP, le chapitre de l'AATF de la Californie du sud m'avait demandé de venir un peu plus tôt et de rencontrer un certain nombre de membres du chapitre et leurs dirigeants. Les membres du Service culturel du Consulat de France à Los Angeles ont appuyé cette requête et ont organisé des réunions qui m'ont permis de rencontrer les gens qui, dans la région, se démènent pour le développement et la promotion du français. Cette visite a été fortuite, surtout qu'à cause des distances; les membres du bureau national n'ont pas souvent l'occasion de visiter cette région. Vers le 15 novembre, je me rendrai à Paris pour 3 jours afin de participer à un séminaire de formation destiné aux présidents des associations brésiliennes de professeurs de français. Cette invitation qui m'a été faite entre dans le cadre de l'accord AATF- ABPF (Association brésilienne des professeurs de français) que nous avons signé à Paris en juillet 2000 et le Service culturel de l'Ambassade de France a gracieusement offert de payer mon voyage. Dès mon retour, je m'acheminerais vers Salt Lake City pour assister au congrès d'ACTFL. L'AATF y aura plusieurs ateliers comme d'habitude, et

j'espère vous y voir nombreux.

N'oubliez pas la date limite (1^{er} décembre) pour soumettre des propositions d'ateliers au congrès de la Martinique (voir le formulaire à la page 41). Je puis déjà vous dire que parmi les nombreuses manifestations culturelles qui seront présentées, nous aurons droit à une représentation d'une pièce de théâtre de Suzanne Dracius, sa première. J'ai eu le privilège de la lire et d'en voir une répétition à Fort-de-France l'été dernier, et je réjouis de la voir présenter à tous les congressistes.

Puisqu'il n'y aura plus de *National Bulletin* avant janvier, je souhaite à tous de bonnes fêtes de Merci Donnant et de fin d'année.



Jean-Pierre Piriou
Président

UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Martinique (July 4-7, 2003)
- Atlanta (July 19-23, 2004)
- Quebec City (2005)
- Milwaukee (2006)
- Baton Rouge (2007)
- Belgium (2008)

ADVOCACY 101:¹ HOW TO BUILD AN ADVOCACY NETWORK

Begin with a strong **Advocacy Committee:**

Chairperson—appointed position; on board

Core Group—volunteers and/or appointed

Recruiting:

Personal contacts—use board members and other influential members of the association to enlist the rank and file in becoming active

Incentives—it is important that volunteers be given incentives to become involved and stay involved in the network

- Publish information about the successes in chapter and/or national newsletter

- Establish awards at conferences and meetings

- Feature committee members and their work at plenary sessions

Training:

Workshops—Train association members in the public policy process and specific advocacy methods

¹Prepared by the Joint National Committee for Languages / National Council for Languages and International Studies (JNCL/NCLIS), Web site: [http://www.languagepolicy.org]. The AATF is a founding member of JNCL-NCLIS.

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

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

En cette fin de l'année 2002, le bureau national s'occupe de renouveler les cotisations pour 2003 qui affluent, des centaines par jour. Nous sommes arrivés à 9555 adhérents en 2002, et nous nous sommes fixés l'objectif de dépasser les 10.000 membres en 2003. Nous vous demandons d'encourager vos collègues, étudiants, stagiaires et amis à devenir membres de l'AATF. Rappelez-vous que si vous réussissez à convaincre trois nouveaux membres d'adhérer à l'association, vous recevrez votre propre cotisation gratuite.

Dans ce numéro du *National Bulletin*, vous trouverez des annonces concernant les services offerts par l'AATF dont

- les bourses d'été (voir page 29);
- les subventions pour des projets spéciaux (voir page 35);
- la disponibilité des archives de la *French Review* par J-STOR (voir l'annonce à la page 39);
- les prix d'excellence pour les professeurs (voir pages 19, 27);
- les prix d'excellence pour les élèves (voir page 40 et ci-contre);
- la possibilité de contribuer par testament à l'AATF (voir page 44);
- les congrès à venir (voir les annonces aux pages 2, 42, 48).

Comme tous les ans, nous aurons la possibilité d'offrir plus de 20 bourses pour des stagiaires AATF en France, en Belgique et au Québec. La date limite pour le dépôt des dossiers sera le 15 février 2003, et nous vous invitons à être nombreux à poser votre candidature. Nous aurons davantage de renseignements dans le *National Bulletin* du mois de janvier, et nous les afficherons sur le site Web à [<http://www.frenchteachers.org>] dès que nous les aurons.

Nous venons de recevoir la nouvelle que toutes les archives de la *French Review* jusqu'à il y a cinq ans se trouvent maintenant en ligne par le service J-STOR, auquel s'abonnent beaucoup d'universités et de bibliothèques. Vous pouvez rechercher des noms, des mots clé, des titres, etc. dans les articles, dans les comptes-rendus ainsi que dans tout autre texte de la revue. C'est une occasion unique pour les chercheurs qui voudraient trouver des textes utiles dans les anciens numéros de la *French Review*. Et si vous avez le temps de naviguer un peu dans les vieux numéros, vous verrez très rapidement que "Plus ça change, plus c'est la même chose." Nos préoccupations aujourd'hui ne diffèrent pas beaucoup de celles de nos collègues du passé.

L'AATF vous invite à recommander vos collègues pour les prix d'excellence: *AATF Dorothy S. Ludwig Excellence in Teaching*

Awards. C'est un bon moyen de récompenser le travail formidable accompli par des professeurs de français à tous les niveaux. Les lauréats recevront une année d'adhésion à l'AATF, un abonnement gratuit au *Français dans le monde* ainsi qu'un prix de 400\$.

Nous sommes heureux d'annoncer également la création d'un nouveau prix d'excellence: *AATF Outstanding High School Senior in French Award*. Ce prix est destiné à fournir une reconnaissance nationale au nom de l'AATF à des élèves méritant en fin du secondaire. L'annonce officielle et le formulaire de candidature se trouvent ci-contre et à la page 40.

Finalement, comme l'a dit le Président Piriou, les projets pour les congrès à venir avancent bien. Vous trouverez à la page 9 les derniers renseignements concernant le congrès de 2003 qui aura lieu en Martinique. Le congrès mondial qui réunira l'AATF et la FIPF (Fédération internationale des professeurs de français) à Atlanta en 2004 commence à se concrétiser avec la sélection et l'élaboration d'un thème (page 45) et un appel à la formation de comités locaux (page 13). Vous lirez dans ces pages l'appel à contributions ainsi que d'autres annonces au fur et à mesure que l'organisation se mettra en place. Je viens de rentrer de Québec où j'ai passé trois journées extrêmement agréables à visiter cette ville magnifique et sous la neige par surcroît. J'ai visité les hôtels qui pourraient nous accueillir en juillet 2005, et nous concluons sous peu un accord qui nous permettra d'annoncer des dates pour ce congrès dans le *National Bulletin* du mois de janvier. Et pour ceux qui font leur projets de congrès bien à l'avance, nous nous réunirons à Milwaukee (2006), à Baton Rouge (2007) et en Belgique (2008).

Nous vous encourageons une dernière fois à penser à l'AATF lorsque vous retournerez vos cotisations pour 2003 et à contribuer au *Fund for the Future*. Pensez encore plus loin et nommez l'AATF dans votre testament (voir l'annonce à la page 35). Ces contributions nous apportent une aide précieuse dans notre mission pour promouvoir l'enseignement du français à tous les niveaux et dans tous les milieux.

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

NEW AATF AWARD: OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH

Beginning in 2003, the AATF will establish an Outstanding High School Senior in French Award. Any public or private secondary school with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event that there are multiple French teachers in a given school, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club;
- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member teacher.

Only one student per school per year will be accepted.

Students will receive a special certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the AATF Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding High School Senior in French medal.

The nomination form is on page 40 and is posted on the AATF Web site at [<http://www.frenchteachers.org>].



July 4-7, 2003, Martinique

Watch for updates on our Web site:

<http://www.frenchteachers.org>

Instruire et plaire à Madinina: le français sous le vent



REGIONAL REPORTS

REGION III: NEW YORK STATE

National French Week and *le Grand Concours* continue to be the main events focused on in New York. In Region III we had 5318 students take the National French Contest this year. Region III is very proud of our 120 national winners. Thanks to Bob Ludwig, Contest Administrator, AATF officers from throughout the state were present in the AATF booth at the 2001 NYSAFLT Conference to give out information and to recruit new members for the AATF. Plans are now being made for a 2003 AATF fall regional meeting to be held in Syracuse. Congratulations go to the Central New York Chapter for being awarded the Outstanding Chapter of the Year 2002 for a 30.1% increase in members. Region III is alive and growing!

Georgette Schmidt
Region III Representative

REGION IV: MIDDLE ATLANTIC

The 2001-2002 academic year in Region IV started with *le congrès régional* held at the Sofitel Hotel in Philadelphia. Evaluations of the *congrès* were very positive, and many of the chapters in the

region used the *congrès* as their fall meeting. The teachers from Region IV (and beyond) had the opportunity to meet professionally and socially.

The chapters in Region IV that contributed to the restoration of the Park of Versailles received notification of the location of their individual trees. The locations are as follows:

- Delaware Chapter
Allée du Petit Trianon tree #1736
- Maryland Chapter
Allée du Petit Trianon tree #1738
- New Jersey Chapter
Allée du Petit Trianon tree #1735
- Northern Virginia Chapter
Allée du Petit Trianon tree #1740
- Philadelphia Chapter
Allée du Petit Trianon tree #1737
- Pittsburgh Chapter
Allée du Petit Trianon tree #1739

The *Allée du Petit Trianon* is located between the *Avenue du Petit Trianon* and the *Allée des Matelots*. The trees are on the right hand side as you face the *Grand Trianon*.

La Semaine du Français and *le Grand*

Concours still dominate chapter activities. Region IV placed first in student enrollment in the *Grand Concours* for the fourth consecutive year. It is difficult to enumerate all the awards received both by students and teachers in this region. However, winners are recognized in the Chapter News rubric in the *National Bulletin*. It is the consensus of all the chapters in Region IV that activities designed for *la Semaine du Français* have given teachers and students a renewed interest in French and *la Francophonie*.

Emily Wagner, former Secretary-Treasurer of the Philadelphia Chapter, received the AATF Dorothy S. Ludwig Excellence in Teaching Award for the middle school level. Two members in Region IV were named *Chevalier dans l'Ordre des Palmes académiques* by the French Ministry of Education. They are former President of the New Jersey AATF Chapter Viviane Lévy and former President of the Philadelphia AATF Chapter and Region IV Representative Diana M. Regan.

Diana Regan
Region IV Representative

United States Postal Service

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AATF 2001 MEMBERSHIP QUESTIONNAIRE RESULTS

The 2001 membership questionnaire dealt with AATF services. We wanted to find out if our members knew about and availed themselves of the many services we offer. Are they useful? Do we need to publicize them more? How can we improve them?

Invoices were mailed to 9026 members, 4670 of whom answered the survey, for an excellent return rate of 52%. The respondents were fairly evenly divided between the categories of length of membership: 19% have been members for more than 25 years; 21% for 16-25 years; 15% for 11-15 years; 17% for 5-10 years; and 20% for less than 5 years. More than half taught at the secondary level (53.7%), 23% at the post-secondary level, and 8.4% at the K-8 level. Nearly 7% of respondents were retired. We did not correlate the responses to length of membership or teaching level.

Publications

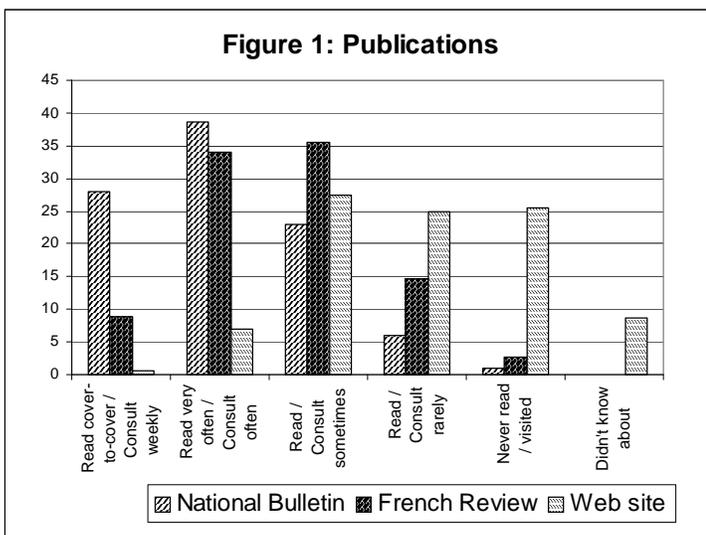
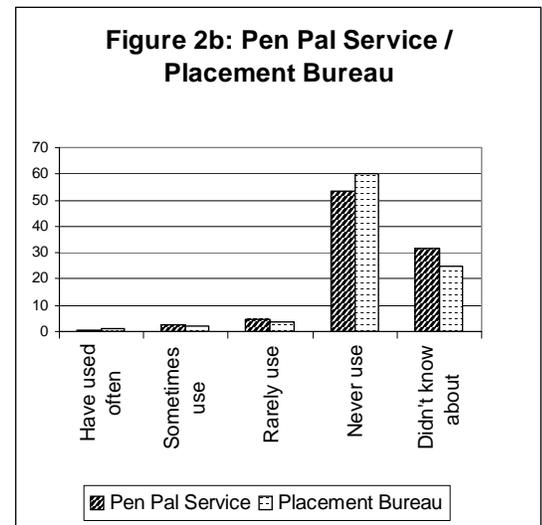
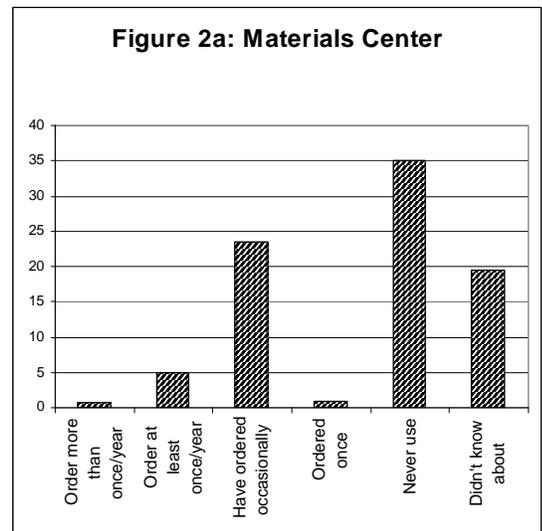
Members' responses indicated that our publications are a very important source of information about our activities and services. Figure 1 shows the frequency with which members consult the various sources of information. In an ongoing effort to improve communication with our members, we will look at the specific features of each publication in a future questionnaire.

Obviously, the *National Bulletin* fulfills its role of providing classroom-ready or date-sensitive materials and news. The scholarly nature of the *French Review* makes it less immediately applicable to the classroom but nonetheless fulfills an important role in examining current issues in the profession. The reviews and advertisements provide useful information for members who are searching for teaching or research materials or specific services

or items offered by our advertisers. We would particularly like to see members consult the AATF Web site at [<http://www.frenchteachers.org>] more regularly. If you have a question, it is very likely that the answer can be found on our Web site. The new hosting company where our Web site is located provides us with many useful statistics about the pages which are consulted most frequently.

Services

The AATF Materials Center is an important service which provides promotional information and some teaching materials to members, yet only a very small percentage take advantage of it regularly (See Figure 2a). We encourage all AATF members to promote the study of French at every opportunity. This includes during parent-teacher conferences, at open-houses, during orientation sessions, to administrators and school board members, and, certainly, to potential members. Our Commissions and a number of committees have produced six promotional flyers highlighting different reasons why the study of French is valuable. These flyers are distributed at about half the cost of producing and mailing them and are advertised in every issue of the *National Bulletin*. During fiscal year 2001, over 125,000 copies of our promotional flyers were distributed via the Materials Center. Likewise, the Pen Pal Bureau and Placement Service are small but important services open to members and used frequently by a small percentage of them (See Figure 2b). The Placement Bureau publishes a monthly job list of university-level positions in French, but any member can take advantage of the dossier service when they need a secure place to maintain a placement file. We encourage schools who contact us about K-12 French teaching positions to post announcements on our Web site *Babillard*. If your

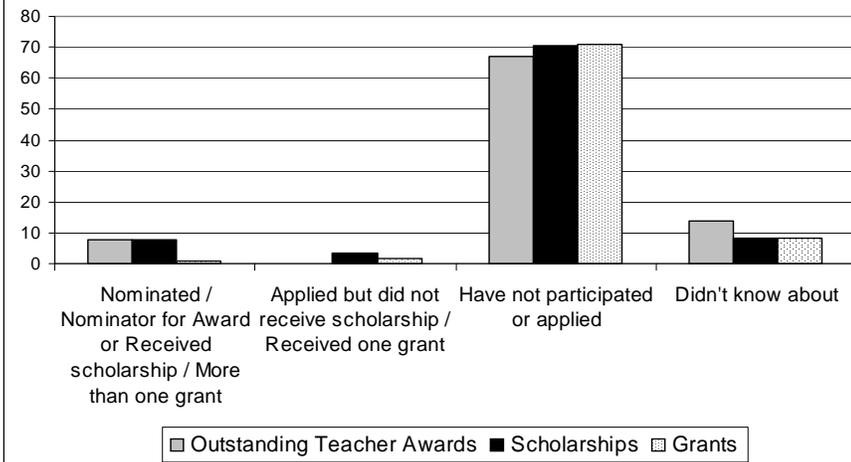


school has openings, please suggest that they post the positions on the *Babillard* at [<http://www.frenchteachers.org>].

Awards and Scholarships

The AATF offers numerous awards and scholarships. One comment that is made from time to time when members are asked what the AATF can do for them is that we should offer more scholarships. However, many times, the number of qualified applicants barely surpasses the number of scholarships. We would encourage all interested members at all teaching levels to apply for summer scholarships. These scholarships offer enriching and rewarding summer immersion experiences in French-speaking countries and are the fruit of much effort on the part of AATF staff and Executive Council members to obtain. We currently have scholarships to France, Quebec, and Belgium. In addition, the AATF offers over \$10,000 per year in Small Grants (\$500 maximum award), and we would like to see many more people apply

Figure 3: Awards & Scholarships



for these grants. Lastly, the AATF sponsors the Dorothy S. Ludwig Outstanding Teacher Awards at four levels. We strongly encourage any chapter or member to nominate deserving colleagues for these annual awards. There are opportunities each year to honor or reward 44 deserving members with scholarships, grants, or awards. All are announced in multiple issues of the *National Bulletin*, and complete information is always available on our Web site at [http://www.frenchteachers.org]. Figure 3 shows the responses of members asked about these opportunities. Since it did not exist at the time the questionnaire was distributed, the Walter Jensen Scholarship for Study Abroad was not included in the survey. This scholarship is an award of \$1500 to a deserving university-level student of an AATF member, enrolled in a program of study to become a French teacher, to help him or her participate in a semester- or year-long study abroad program. The second recipient is spending the the 2002-2003 academic year in Montpellier.

Activities

AATF activities remain an important focus of membership for many individuals. Figures 3a-e show participation in the National French Contest, National French Week, the *Société honoraire de français*, the annual convention, and chapter activities. All these activities provide important venues for recognizing student achievement or for professional development. The fact that over one-quarter of AATF members have never enrolled their students in the National French Contest shows that we have to do more to promote this opportunity for students of French. In 2002, over 94,000 students K-12 participated in the Contest. We would like to see that number go over 100,000 in 2003 or 2004. The Test

Development Committees and the Director and his staff are always interested in your ideas for improving the Contest which is developed and administered by a dedicated cadre of volunteers. In addition, the *Société honoraire de français* provides an important means of recognizing student excellence within the secondary school community. Figure 4c shows that nearly 30% of AATF members do not have a chapter and more than one-quarter did not know about the *Société*. A small initial fee is required to obtain a charter, and then students can be initiated into a school's chapter each year for a nominal charge. The *Société honoraire de français* sponsors an annual creative writing contest as well as small travel awards, and students can get special seals for their diplomas indicating their excellence in French as well as graduation tassels.

Figure 4d shows participation in our annual convention. We were dismayed to discover that 44% of our members have never attended an annual convention. We try to vary the location of the convention, periodically organizing it in a French-speaking country, in order to permit all our members to attend a convention at one time or another or to combine the convention with a visit to a French-speaking area that might be new to them. The advantage of attending an AATF annual convention as opposed to the convention of other associations is that it is the one venue where French is the only focus of the program and where the French language and the French-speaking world is celebrated. We try to offer a wide variety of sessions which target all teaching levels,

Figure 4a: National French Contest

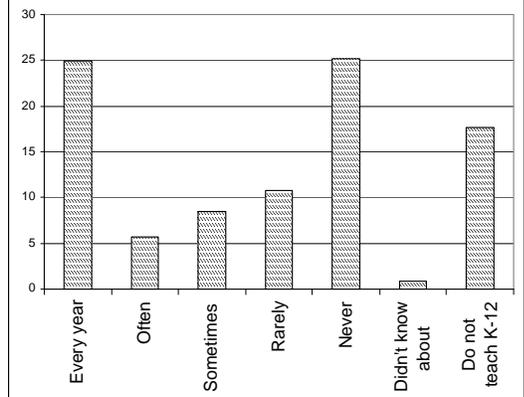


Figure 4b: National French Week

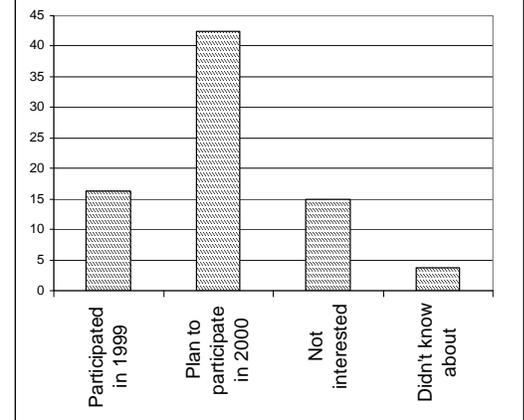
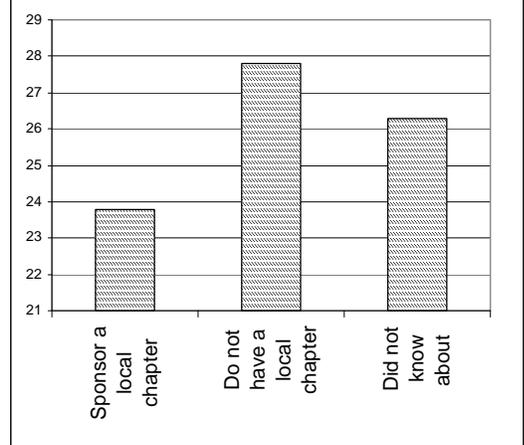


Figure 4c: French Honor Society



which examine literature, culture, linguistics, promotion, and pedagogy, and which address issues of current concern to the profession.

Another important facet of AATF membership is the ability to link with other French teachers at the local level. The AATF has 76 local chapters, ranging in size from under 20 members to over 500. Obviously, a chapter's ability to organize local meetings and professional development activities is somewhat dependent on

Figure 4d: Conventions

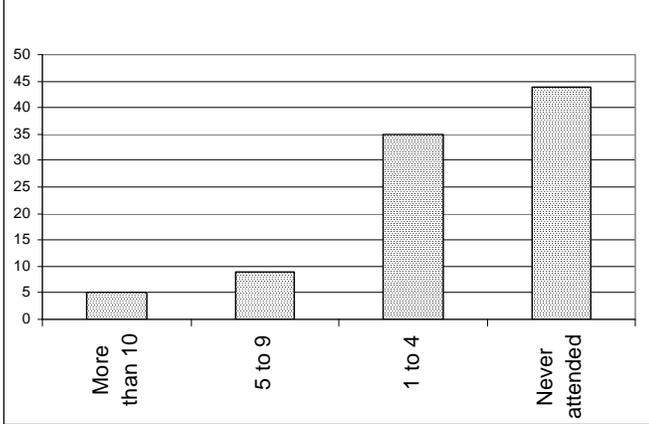
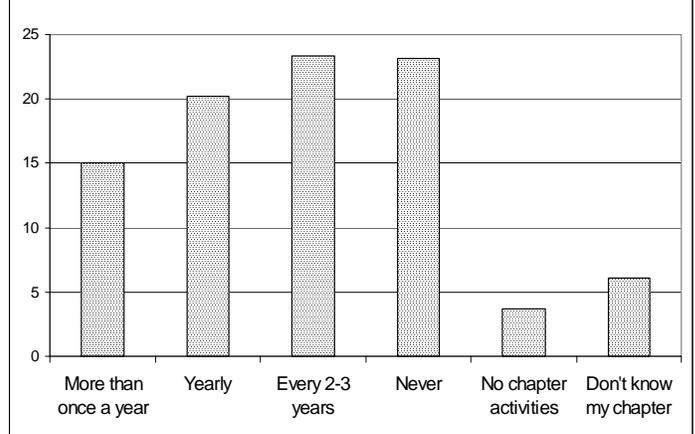


Figure 4e: Chapter Activities



its size. However, the primary reason for success in our most active chapters of any size is the presence of dedicated and enthusiastic volunteers. Survey responses indicate that 59% of AATF members participate in chapter activities, at least occasionally. Each chapter receives 15% of the national dues payment for every member of the chapter. We encourage them to spend this money on meaningful activities, presentations, performances, or student-focused activities such as festivals or competitions. However, 33% of members have never participated or don't know about local chapter activities. This is the heart of the association. If your local chapter is active, support their efforts by participating in the activities they organize. If your local chapter is not active, get involved and collaborate with interested colleagues to promote the study of French in your area.

The 2003 membership questionnaire which you should have received this fall

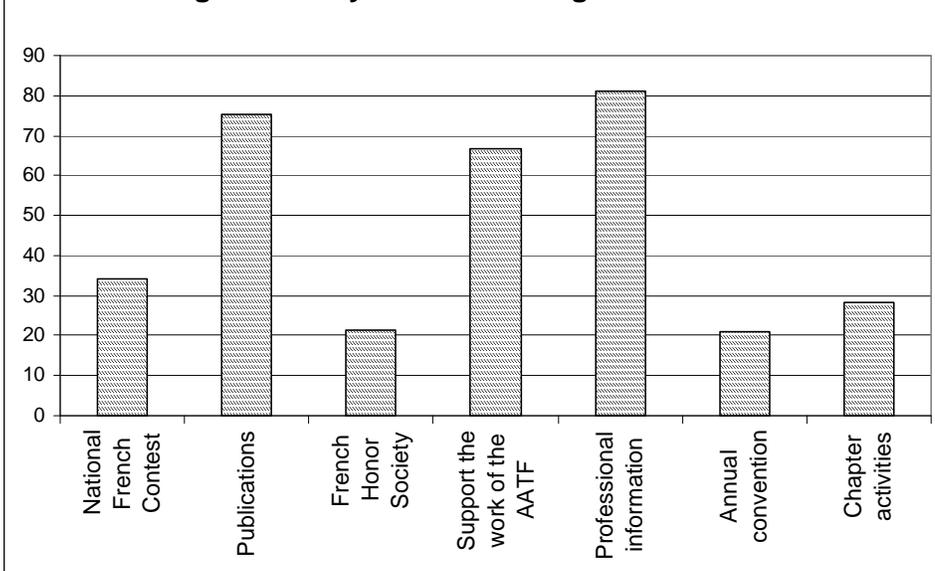
concerns National French Week. As we finish our fourth National French Week celebration, we would like to get some feedback on members experiences with it. Please take the time to respond to this survey when you return your dues renewal. When the current questionnaire was distributed, we had not yet celebrated our second National French Week. Nonetheless, it is exciting to see that intended participation in National French Week rose from only 16% in 1999 to over 42% in 2000. We hope that that number has continued to increase in 2001 and 2002.

Figure 5 highlights the diverse reasons respondents gave for belonging to the AATF. Respondents could indicate more than one choice. These statistics confirmed what we know anecdotally to be true about AATF members' interest in the association. Please do not hesitate to contact one of the national officers with comments, questions, or suggestions concerning our activities. There are many

more things we would like to do to serve our membership and to promote the study of French nationwide at all levels. However, lack of funding and personnel prevent us from adding other services or activities at the present time. It is crucial for all AATF members to continue to recruit their colleagues and especially the future teachers with whom they come in contact to become AATF members. We estimate that less than half of French teachers belong to their professional association. That translates into a tremendous pool of talent to contribute to our professional endeavors. Furthermore, a thousand new members means we could add a number of new services, scholarships, Web-based materials or courses, and other activities.

The 2002 membership questionnaire asked about promoting French as a career option. Results are now being tabulated by Susan Colville-Hall, Chair of the AATF Commission on Professional Teaching Standards and will be announced in an upcoming issue of the *National Bulletin*.

Figure 5: Why Do You Belong to the AATF?



AATF PEN PAL BUREAU

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

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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://www.frenchteachers.org>].

NEW POSTER SERIES



We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes "Parlez-vous...histoire?" "Parlez-vous...cuisine?" "Parlez-vous...civilisation?" "Parlez-vous...sciences?" "Parlez-vous...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A 123-page guide for using the posters to promote French is included. Thumbnail sketches of the six posters can be viewed on the AATF Web site at [<http://www.frenchteachers.org>] under National Headquarters.

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

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

ANNUAL CONVENTION IN MARTINIQUE

Many of you have been contacting us requesting more information concerning next summer's 76th annual AATF Convention in Martinique. We are in the process of finalizing arrangements for the convention, and any subsequent updates will be posted on the AATF Web site as soon as they are available. Full information and registration will be available in the January issue of the *National Bulletin*.

AIRFARE

The AATF will arrange charter flights from San Juan, Puerto Rico to Martinique at a cost of approximately \$360-375 per person round-trip. Flights will be scheduled on the three days preceding and following the convention. Those who wish to stay a few extra days will be able to take advantage of these flights. Attendees will make their own airline reservations to get to San Juan. Most of the major airlines fly from all over the U.S. to San Juan. However, the prices vary greatly. Fortunately, several of the newer airlines such as ATA, Spirit Airlines, and Jet Blue fly from certain points in the U.S. to San Juan at very reasonable fares. The major carriers have been or will be forced to compete with similar fares in these markets. We encourage participants to investigate carefully their options for flying to San Juan. Also, if you do not live in the Eastern Time Zone, it will be nearly impossible for you to make the trip without an overnight stay *en route*. Given the multi-leg travel as well as the necessity of an overnight stay, we strongly encourage attendees to purchase travel insurance.

Example: For National Headquarters staff members to travel to Martinique, the cost of flights from St. Louis to San Juan goes from \$503-\$868 to connect to the charter flight to Martinique (\$375), and, in addition, it will require an overnight stay along the way. The most expensive option is the non-stop flight from St. Louis to San Juan at \$868. Connecting through Chicago, Orlando, or Fort Lauderdale turns up cheaper options as low as \$503. Since an overnight stay is necessary *en route*, one can combine cheaper tickets on two different airlines with little risk.

HOTELS

We will be working with an agency in Martinique to handle our hotel arrangements. Attendees will contact the agency directly

to select their hotel. All hotels are air-conditioned with beach access and restaurants. Prices range from 48-92 euros per person per night with a supplement for single occupancy. Breakfast is included in this price.

MEALS

A number of pre-arranged meal options will be offered. Breakfast is included in the room prices. La Pointe-du-Bout offers a number of small restaurants, and there is a grocery store. However, it will not be possible for them to serve hundreds of *congressistes* and their guests who descend on them all at once. Therefore, we will organize buffet luncheons which attendees and their guests can sign up for ahead of time. In addition, we will sponsor our annual Awards Banquet as well as a number of other dining excursions. Fort-de-France is only a 15-minute ferry ride away, and, of course, anyone who chooses to rent a car can explore other restaurant options on the



island.

REGISTRATION

Conference registration has not yet been set, but it will probably range from \$175-\$200 with higher fees for those registering later. The costs of arranging a convention in a foreign country are much higher than for a typical convention. Included in the registration fee will be basic convention registration, shuttle service between the airport and hotel, an opening reception, coffee breaks, a *mallette* and T-shirt, and a pass for the ferry between la Pointe-du-Bout and Fort-de-France. Another possibility may include a theatre performance. Given the difficulty of shipping materials from the U.S. to Martinique, all registration materials and programs will be mailed to registrants ahead of time, and only a limited quantity will be available on site.

SCHEDULE

The convention dates are July 4-7, 2003. Charter flights from San Juan will be offered on July 1, 2, and 3. Tentative plans call for an opening *séance plénière* at a location in Fort-de-France on Friday afternoon, July 4. This will give attendees time to explore la Pointe-du-Bout and make their way to Fort-de-France in a leisurely manner. Sessions will take place on Saturday, Sunday, and Monday, July 5-7 at a variety of locations. The hotels have only very limited meeting facilities, and we will be scattered among places, all within 5-7 minutes walking distance from one another. Since we typically have up to ten concurrent sessions, some of these "spaces" will not be traditional meeting rooms. They may include meal-service areas, open-air spaces, or even a catamaran anchored off the beach. Therefore, we ask our speakers, in particular, to be flexible, and this is why we are promising no audio-visual equipment. However, we hope to provide a high-quality program in a unique locale which gives us a true "flavor of the islands." Return charter flights to San Juan will be scheduled on July 8, 9, and 10.

The weather will be hot and tropical. The average annual temperature in Martinique is 77. High humidity and periodic brief rain showers are the norm. However, all the hotels are air conditioned, have pools, and the beach is only a few steps away. Light-colored, casual vacation clothing, high-value sunscreen, and hats are a must under the tropical sun. Parents should take particular care with children. Too much tropical sun for children and adults, particularly when near the water, can be dangerous.

A number of pre- and post-convention and evening excursions will be offered to AATF members and their guests. In addition, numerous tour companies offer regular island excursions at the hotels, and members are free to sign up for these on site. For those wishing to explore the island on their own, all car rental agencies have offices at la Pointe-du-Bout.

We hope you find this information helpful in planning your trip to Martinique. Remember that you will have to make your travel plans early to take advantage of the charter flights from San Juan.

LA REPRÉSENTATION DU HOCKEY EN LITTÉRATURE JEUNESSE

Au Québec, le hockey a, depuis longtemps, le statut de sport national. Ici Maurice Richard et Guy Lafleur font figure de légendes. Au fil des ans, les noms de Patrick Roy et Mario Lemieux sont venus enrichir l'imaginaire collectif. L'arrivée des Nordiques dans la Ligue nationale de hockey en 1979 a été le catalyseur d'une grande rivalité entre les deux grandes villes du Québec, Québec et Montréal. Depuis le départ de la concession des Nordiques pour Denver au Colorado (devenue l'Avalanche), l'intérêt des amateurs pour le hockey professionnel a diminué dans la Belle Province. Chez les jeunes, le hockey amateur est toujours pratiqué par 15% d'entre eux.¹

On trouvera ici analysée la représentation du hockey en littérature jeunesse dans des livres destinés à des catégories d'âge variées:² un album, *Le Chandail du hockey* (six ans et moins), un mini-roman³ *Sophie lance et compte* (7-8 ans), deux romans jeunesse, *Zamboni* (9-10 ans) et *Alexis, plonge et compte* (11-12 ans) de même qu'une quadrilogie de romans pour adolescents, le «cycle des Inactifs» (13-17 ans). Je me penche plus spécifiquement sur certains thèmes: la place des filles dans un milieu traditionnellement masculin, la détermination des jeunes héros et le sentiment d'identification. Ce dernier thème se manifeste de trois manières: le héros s'identifiant à son père ou à une ex-vedette du hockey professionnel et les spectateurs s'identifiant à un hockeyeur adulé.

La littérature de jeunesse a ses héros du hockey. Des héros souvent modestes qui ne manquent pas pour autant de courage. De quoi vous donner l'envie d'une «échappée» toute... littéraire!

De la détermination!

Le hockey, c'est souvent le lot des garçons. Pourtant, dans *Sophie lance et compte* de Louise Leblanc, l'héroïne est bien déterminée à pratiquer ce sport. La pression des pairs, qui s'exprime par la peur de faire rire de soi, freine quelque peu l'enthousiasme de la jeune fille. Les paroles sages de sa grand-mère viennent dissiper toutes les incertitudes: «Il ne faut pas s'occuper des autres. Ils s'arrêtent toujours de jouer après le tour de magie. [...] Réaliser son rêve, c'est le faire sortir de sa tête. Comme le magicien fait sortir un lapin de son chapeau. Et quand les autres voient le lapin, ils ne rient plus. Ils te

regardent avec des yeux remplis d'admiration» (16-17).

Forte de ce conseil, Sophie convainc son frère Laurent de feindre la maladie pour qu'elle puisse le remplacer à la position de...gardien de but, sans doute la plus importante! Mais, la recrue éprouve plus de difficultés à convaincre les joueurs des Lutins rouges de sa capacité à jouer. Une fois cet obstacle franchi, elle fait preuve d'habileté, d'humour et d'opportunisme en marquant, chose rare pour une gardienne, le but égalisateur en fin de match! La détermination et un brin d'astuce ont permis à Sophie de réaliser son rêve!

Tout aussi déterminé est Alexis, âgé de 12 ans, qui tient à jouer au hockey, dans *Alexis, plonge et compte* de Yvon Brochu.

match en leur faveur.

Alexis fait preuve d'une grande persévérance, car le constat de son manque de talent, match après match, n'a rien de bien agréable. Comme il le dit si bien: «Pour être honnête, je crois que je n'ai pas le sens du hockey» (52). La volonté de briser le mur d'indifférence de son père est si intense que le garçon refuse d'abandonner. Alexis souffre en silence, mais le petit moment de gloire qu'il connaîtra, nettement amplifié par sa mère auprès des autres membres de sa famille, viendra modifier l'attitude que son père a envers lui. Le hockey devient le moyen de rejoindre enfin un père affectueux, d'attirer son attention.

Le sentiment d'identification

Le père joue un rôle encore plus significatif dans *Zamboni* de François Gravel.⁴ Le narrateur explique qu'il doit subir les conseils de son père, voire ses critiques, après chaque partie. Le père du jeune gardien de but aurait été lui-même un gardien de talent lorsqu'il jouait pour les Canadiens juniors et, n'eût été d'une vilaine blessure à la cheville, il aurait joué pour les Canadiens de Montréal. Il invite d'ailleurs son fils à s'identifier aux Ken Dryden, Jacques Plante et Vladislav Tretiak.

Le plaisir de jouer cède la place à la nécessité de devenir un héros, non pas pour soi, mais pour donner satisfaction au père. Par le biais de son jeune narrateur, Gravel fait ressortir l'attitude inacceptable

de certains parents qui accordent une importance démesurée à la victoire, qui voudraient que leurs enfants accomplissent les rêves qu'ils n'ont pas réalisés, plus particulièrement celui de devenir athlète professionnel. L'amorce d'un tournant se précise lorsque le conducteur de la *Zamboni* amène le petit gardien de but voir l'intérieur du véhicule qui est, en quelque sorte, une machine à remonter le temps. Le héros y voit son père jouant sans patins. La vérité est alors exposée, toute nue, au petit garçon: «Quand je suis sorti de la *Zamboni*, j'avais compris plusieurs choses: les Canadiens juniors, les arrêts spectaculaires, la cheville brisée, ce n'était pas vrai. Mon père avait une machine à rêves lui aussi. Sauf que sa machine, c'était moi» (67).

Particulièrement lucide malgré son jeune âge, le narrateur, conserve une

Figure no. 1

| Catégories d'âge au hockey mineur | | |
|-----------------------------------|------------------|------------------|
| Groupe | Saison 2001-2002 | Saison 2002-2003 |
| Pré-novice | 6 et 7 ans | 5 et 6 ans |
| Novice | 8 et 9 ans | 7 et 8 ans |
| Atome | 10 et 11 ans | 9 et 10 ans |
| Pee-wee | 12 et 13 ans | 11 et 12 ans |
| Bantam | 14 et 15 ans | 13 et 14 ans |
| Midget | 16 et 17 ans | 15, 16 et 17 ans |
| Juvenile | 18, 19 et 20 ans | 18, 29 et 20 ans |

Au Canada, les catégories d'âge au hockey mineur vont changer dès la saison 2002-2003. Le tableau ci-dessus indique les changements apportés et a pour origine le site Web de l'Association canadienne de hockey, plus précisément les pages: [<http://www.canadianhockey.ca/f/nouvelles/2000/nr082f.html>] et, plus récemment: [<http://www.canadianhockey.ca/openice/agechange/f/index.html>]. Ces pages Web étaient en fonction en date du 21 juin 2002.

Cette décision un peu tardive soulève les moqueries de son frère Christian et le scepticisme de son père Henri qui ne prête pas foi au projet du garçon. Le père d'Alexis n'en a d'ailleurs que pour Christian, un héros des patinoires. En voulant lui aussi pratiquer ce sport, Alexis recherche ardemment la reconnaissance de son père. Grâce à la complicité de sa mère, plus attentive à ses besoins, Alexis s'inscrit dans une équipe de hockey organisé. Son retard sur les autres joueurs se manifeste rapidement, à tel point que Henri cesse d'assister aux parties. Alexis devient toutefois un héros malgré lui lorsqu'un joueur adverse le fait trébucher et qu'il perd momentanément conscience sur la patinoire. Les membres de son équipe profitent alors d'un lancer de punition qui viendra sceller l'issue du

Figure no. 2

| Tableau: À chaque joueur, son livre! | | | |
|--------------------------------------|-------------------------------|---|-----------------|
| Catégorie | Âges | Titre | Auteur |
| Pré-novice | 6 ans et moins | <i>Le Chandail de hockey</i> | Roch Carrier |
| Novice | 7-8 ans | <i>Sophie lance et compte</i> | Louise Leblanc |
| Atome | 9-10 ans | <i>Zamboni</i> | François Gravel |
| Pee-wee | 11-12 ans | <i>Alexis, plonge et compte</i> | Yvon Brochu |
| Bantam et midget | 13-14 ans 15, 16 et 17 ans | <i>L'Arrivée des Inactifs</i> <i>L'Idole des Inactifs</i> <i>La Révolte des Inactifs</i> <i>Le Retour des Inactifs</i> | Denis Côté |

Remarque: l'âge est donné à titre indicatif et peut varier selon les capacités des lecteurs.

attitude relativement sereine en dépit des difficultés. Il aura la présence d'esprit de trouver une compagne à son père, ce qui viendra faire disparaître les ambitions démesurées qu'il entretient à l'égard de son fils. Le fait de ne pas le nommer a pour effet de favoriser le sentiment d'identification du lecteur à ce narrateur anonyme. Ajoutons que ce roman de Gravel apparaît fort révélateur de la société de référence de l'auteur (la société «réelle») et permet de comprendre, du moins en partie, une stagnation quant à la popularité du hockey auprès des jeunes.⁵ Depuis le milieu des années 1980, la popularité de ce sport a cessé de progresser. On peut émettre l'hypothèse que bien des jeunes ont préféré se tourner vers les centres de skis, là où il n'y a pas de parents pour jouer les gérants d'étrades.

Dans *Le Chandail de hockey*, Roch Carrier montre plutôt que le sentiment d'identification à un joueur professionnel peut créer des situations fort amusantes. Rappelons les grandes lignes de cette histoire devenue un classique. La mère d'un jeune Québécois, dont le chandail est devenu trop petit, en commande un nouveau auprès de ce «cher Monsieur Eaton». La commande arrive, mais oh surprise! Il ne s'agit pas du chandail n°9 du célèbre Maurice Richard des Canadiens de Montréal, mais d'un chandail des *Maple Leafs* de Toronto! Le garçon se voit dans l'obligation d'arborer les couleurs de la formation torontoise puisque la mère, craignant d'insulter Monsieur Eaton, refuse de retourner le chandail. Le garçon doit essayer les quolibets des autres joueurs qui, eux, portent tous fièrement le chandail de Maurice Richard. Ce texte empreint de fraîcheur et de naïveté se termine par une prière de la «victime» qui demande à Dieu d'envoyer «au plus vite cent millions de mites qui viendraient dévorer [son] chandail des *Maple Leafs* de Toronto» (23).

Le chandail de hockey n'est pas qu'un simple accessoire ou une banale partie de l'équipement. C'est le symbole du «héros» auquel s'identifient, non seulement le protagoniste, mais tous les autres personnages du même âge. Le lecteur comprend alors tout le caractère «dramatique» que revêt la situation. Présentée sous le couvert de l'humour, cette histoire ne rend pas moins compte de la prédominance de Maurice Richard comme figure francophone marquante d'une époque.

Dans *L'Arrivée des Inactifs* de Denis Côté⁶ le sentiment d'identification prend une toute autre proportion. En 2010, le hockeyeur Michel Lenoir, âgé de 18 ans, est l'idole des foules. Un tournoi mondial vient perturber sa vie routinière. Sur ordre

de son patron et propriétaire, David Swindler, Michel fera partie d'une équipe internationale, les Croisés valeureux, qui affrontera des...robots anthropomorphes! La Machine humaine! Lors de la première rencontre, les robots, étonnamment habiles, surprennent les joueurs humains et remportent la victoire. Devant la «menace» cybernétique, les joueurs se solidarisent et on voit naître une belle complicité entre eux.

Les amateurs, on le sait, s'identifient aux joueurs. Ce sentiment d'identification est ici d'autant plus accentué que des joueurs humains affrontent des automates. Lors d'un but marqué en désavantage numérique par leur idole, les réactions des spectateurs en témoignent: «Plus dramatique encore fut l'aboutissement de cette lutte lorsque Michel, à la surprise de tous, bifurqua devant le filet adverse et déjoua le gardien avec facilité. L'ovation fut littéralement démente. Les spectateurs s'époumonaient, hurlaient à pleine gorge, lançaient des cris hystériques» (129).

Grâce à l'aide de la journaliste Virginia Lynx, Lenoir réalise qu'il n'est qu'un instrument dans les mains de son propriétaire. Il découvre les manigances de Swindler, qui joue sur les deux tableaux en étant membre de la Fédération de hockey sur glace et actionnaire du consortium qui fabrique les robots. Cette découverte amène Lenoir à prendre conscience du monde qui l'entoure et de son propre statut de vedette au service du pouvoir. Le jeune homme se révolte et parvient, dans le dernier tome de la quadrilogie du «cycle des Inactifs», à renverser Swindler en lui proposant une épreuve que celui-ci perdra.

Denis Côté excelle quand il décrit l'atmosphère qui règne lors des matchs de hockey. L'intérêt qu'il porte à ce sport ne l'empêche pas d'être critique par rapport à ce qu'il risque de devenir (à ce qu'il est devenu?). Le hockey, par le biais de ses joueurs vedettes, sert ici à manipuler les foules, à distraire les Inactifs, à leur faire

oublier leurs conditions de vie exécrables. Mais c'est aussi en partie grâce au hockey que Lenoir fait changer le cours des événements au profit du peuple. Pour Côté, le hockey n'est donc pas mauvais en soi. C'est ce que nous en faisons qui vient déterminer s'il s'agit d'une activité saine pour l'être humain.

Les auteurs jeunesse mettent en relief, de diverses manières, l'importance du sentiment d'identification au hockey et sa portée symbolique. Ce sport serait-il resté juste «une histoire de gars»? De moins en moins, car les filles n'ont de cesse de compter des buts!

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SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

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Notes

¹Evelyne Lapierre-Adamcyk, *Popularité du hockey: aucun recul chez les jeunes Québécois*, 13 mai 1987, p. 6. Rapport soumis à la Fédération québécoise de hockey sur glace.

²Les catégories d'âge sont proposées à titre indicatif.

³Les mini-romans se distinguent des romans par leur longueur (généralement moins de soixante pages) et par leur plus grande lisibilité (gros caractères, mise en page aérée, illustrations nombreuses).

⁴François Gravel a obtenu, pour *Zamboni*, le Prix du livre M. Christie. Ce prix est doté d'une bourse de 7500\$. Avec une telle somme d'argent, on est sûr de ne plus manquer de biscuits...

⁵Lapierre-Adamcyk, p. 11.

⁶Le roman a mérité à l'auteur le Prix du Conseil des Arts du Canada en 1983.

⁷À ne pas confondre avec l'auteur du présent article.

*Jean-Denis Côté est étudiant au doctorat en sociologie à l'Université Laval et membre du Centre de recherche en littérature québécoise (CRELIQ).

The special subscription offer to *Le Français dans le monde* has been continued. The review is now the official publication of the *Fédération internationale des professeurs de français* (FIPF) and is published by CLE International. The AATF has negotiated a special subscription rate for AATF members. More than 500 AATF members took advantage of this special offer in 2002.

Members have two subscription options. For a yearly subscription payment of \$50, you can receive six issues of *Le Français dans le monde* plus two accompanying CDs as well as two special issues of *Francophonie* (a savings of \$76 over regular subscription rates). For a yearly subscription payment of \$60, you can again receive six issues of *Le Français dans le monde* with two accompanying CDs, two special issues of *Francophonie*, and, in addition, two issues of the more research oriented *Didactique "Recherches et Applications"* (a savings of \$79 over regular sub-

scription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2003 dues renewal invoice. Those who subscribed for 2002 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

The editorial team is planning several themed issues and encourages submissions from French teachers around the world. Consult the Web site at [<http://www.fdlm.org>] for more information. AATF President Jean-Pierre Piriou serves on the Advisory Board, and Christopher Pinet, Editor in Chief of the *French Review*, serves on the Editorial Board of *Le Français dans le monde*. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 75, No. 6 (May 2002). Les activités se trouvent à la page 37.

I. Phrases suggérées

1. Suivez-bien les sentiers balisés.
2. Buvez beaucoup d'eau.
3. Munissez-vous d'une boussole.
4. Faites cette descente dangereuse en kayak.
5. Ne cueillez aucune fleur sur les pentes des montagnes.
6. Prenez donc un bain dans cette retenue d'eau.
7. Veuillez surveiller vos enfants turbulents.
8. Prévoyez un manteau de pluie pour cette randonnée.
9. Sachez que le dévalkart est dangereux.
10. Asseyez-vous au pied de cette paroi rocheuse.

II. Réponses proposées

1. Ce peut être le parapente, le saut à l'élastique ou le canyoning.
2. ...parce que les convoyeurs sont très souvent attaqués par des malfrats, parfois blessés ou même tués.
3. Il s'agit d'un symbole: l'ouverture vers d'autres pays.
4. C'est une carte où 1 centimètre représente en réalité 500 mètres.
5. Il renseigne les touristes sur ce qu'une région offre à l'exploration.

III. 1. cheval est remplacé par «âne».

2. aérien est remplacé par «aéré».
3. V.T.T. est remplacé par «canoe-kayak».
4. chasse est remplacé par «pêche».

5. recto est remplacé par «verso».

6. royauté est remplacé par «République».

7. emménagé est remplacé par «déménagé».

8. permanent est remplacé par «éphémère».

9. grenier est remplacé par «caveau».

10. deux est remplacé par «un».

IV. Phrases proposées

1. Les VVF (Villages Vacances Familles) offrent une gamme variée d'activités sportives aux enfants.
 2. Les débutants en escalade doivent être accompagnés par des moniteurs.
 3. Quiconque suit un parcours d'orientation doit être muni d'une carte détaillée de l'I.G.N.
 4. En filigrane on peut voir la valeur des billets en euros.
 5. Bien des personnes âgées ont du mal à utiliser les coupures et les pièces de la nouvelle monnaie.
 6. Le clodo dormait sous un porche, entouré de bouteilles vides.
 7. Attention à toi si tu dévalas trop vite les pentes sur ton dévalkart.
 8. Laissez vos enfants en bas âge à la halte garderie; vous pourrez skier tous deux en toute tranquillité.
 9. De tous les loisirs d'été, la baignade en rivière est le plus populaire.
 10. Le saut à l'élastique n'est vraiment pas un sport pour qui veut être peinard.
- V. 1. clodo; 2. futé; 3. Quelque chose cloche; 4. M'a sonné les cloches; 5. a déménagé à la cloche de bois

Promotional Materials

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

- AATF Materials Center (p. 38)
- French Promotional Kit (p. 32)
- Promotional Flyers (p. 28)
- Other Promotional Items (p. 36)

2004 ATLANTA: CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS

The *Congrès mondial des professeurs de français* will take place from July 19-23, 2004 in Atlanta. It will be both the XI^{ème} *congrès de la Fédération internationale des professeurs de français* and the 77th AATF annual Convention. This date will also mark the third time the two associations have met together, the first time being in 1975 in New Orleans, the second in 2000 in Paris, and the third 2004 in Atlanta. The theme will be "Le français, le défi de la diversité."

Le *Congrès mondial* will be held at the Atlanta Hilton in the heart of the city, and we hope to welcome more than 1200 *congressistes* from all over the world. The AATF will not only have the responsibility for organizing the meeting, something we know how to do well, but to ensure the success of a much larger convention with dignitaries from all over the French-speaking world and to welcome "chez nous" our colleagues from near and far.

SEEKING VOLUNTEERS

We are asking AATF members to volunteer to help us organize this convention. We need people interested in helping on the following committees:

VIP Committee (Need local AATF members available to welcome VIPs at the airport and bring them to the hotel as well as make sure they arrive at the airport in time for departure)

Hospitality Committee (Need local and non-local AATF members to organize a hospitality booth to provide information about Atlanta as well as general information to foreign visitors about basic services such as changing money, using the telephone system, etc.)

Food Committee (Need AATF members to help supervise food functions, make sure set-up is correct and ready on time, see that tickets are collected, etc.)

Raffle Committee (Need AATF members to organize and run a daily raffle in the exhibit hall.)

Student Monitor Committee (Need AATF members to select and interview university French students for oral proficiency to select a group of student monitors who will work at the convention.)

Transportation Committee (Need AATF members to supervise and staff *navettes* which will run between the Hilton and campus residences during the meeting and to and from the airport on arrival and departure dates.)

Registration Committee (Need AATF members to help with registration tasks including stuffing *mallettes*, making badges, and staffing registration.)

This is a major undertaking and, while we will have student workers and perhaps locally-hired helpers at the convention, we would like AATF members to be involved as much as possible. Volunteers during the convention itself should be willing to devote about 12 hours over the five days of the meeting itself. We hope that our Georgia members will participate in large numbers, but there are many important jobs that do not require knowledge of Atlanta. If you are interested in helping with these or other tasks, please send an e-mail as soon as possible to Jayne Abrate at [abrate@siu.edu]. If you have any special experience or applicable skills, please include that information as well. I look forward to hearing from you.

FONDS DE SOLIDARITÉ

We hope to have a large contingent of teachers from the more than 120 countries whose national French teachers associations are members of the FIPF. Teachers in many countries can only participate with significant financial help. Traditionally, the French *Ministère des Affaires étrangères* subsidizes the trips of many of these teachers. It is also a tradition to establish a *Fonds de solidarité* not only to help allow more teachers to attend the convention but to provide on-site emergency assistance for meals and lodging. We are asking AATF members to consider helping in three important ways:

1. Make a contribution to the *Fonds de solidarité* a French Club or class fundraising activity. Many schools are encouraging community service projects by students, and this is one way in which American students of French can help students of French in other countries by permitting their teachers to attend this professional conference.

2. We urge each of the 76 AATF Chapters to make a contribution to the *Fonds de solidarité*. Many chapters have leftover funds that could be used for this worthwhile purpose. Other chapter-level fundraising activities might also be envisioned such as collecting donations at meetings, asking for support from local businesses, or sponsoring a chapter-wide raffle. The National office will also make a contribution for every chapter contribution received.

3. We also would like individual AATF members to make personal contributions to the fund.

All donations will be acknowledged in the convention program.

L'AATF a reçu ce message à tous ses membres au nom des membres de l'Association des professeurs de français en Algérie, et nous avons voulu le partager avec vous.

Oran, le 10 septembre 2002

Chère collègue,

Chers collègues de l'AATF,

Il est toujours pénible pour la mémoire de revenir sur certains souvenirs douloureux comme celui vécu par votre peuple en ce jour de grand malheur. Mais vouloir en assumer le poids seuls est au-dessus de nos seules forces d'être humains fragiles et vulnérables. Partager avec d'autres, les rendrait moins douloureux, moins tragiques, donc plus faciles à supporter.

Se souvenir de la souffrance des autres alors que l'on est soi-même souffrant est plus qu'un acte de solidarité, inscrit dans la dimension humaine de l'homme, c'est un devoir de conscience auquel nous nous plions en toute simplicité et humilité.

Nous sommes profondément solidaires et nous le resterons toujours avec vous, chers collègues, et à travers vous avec bon nombre de vos concitoyens qui ont souffert et qui souffrent encore de l'absence ou de la perte de quelqu'un de très cher.

À notre façon, silencieusement, sans «bruit ni fureur» nous vous disons combien votre douleur est la nôtre. Prions ensemble pour le repos de ceux qui sont morts et pour que les vivants retrouvent une certaine sérénité. Faisons en sorte que de tels actes, ne nous éloignent pas davantage les uns des autres, ne creusent pas davantage les fossés qui nous séparent, mais nous donnent la force d'unir nos forces pour que triomphe le bien et que règne la paix.

Encore une fois, trouvez en ce modeste message, le signe d'une profonde amitié et le témoignage d'une indéfectible solidarité.

Pour les enseignants de français
Le Président du B.P. de l'ANEF
Abdelkader ABOUB
Oran, Algérie
Cordiales salutations



CHAPTER NEWS

CENTRAL NEW YORK

French teachers in the chapter were recognized for outstanding teaching. Elizabeth O'Hara received the Ruth Wasley Distinguished Teacher Award from the New York State Association of Foreign Language Teachers (NYSAFLT). Elizabeth O'Hara and Barbara Gordon were both awarded the 2001 *Prix Louis Germain*. The *Prix Louis Germain*, named in honor of Louis Germain who was the teacher of Albert Camus, was established in 2001 by the Central New York Chapter to recognize outstanding French teachers at the local level. The 2002 recipient is Abbe Guillet, a French teacher at Baker High School in Baldwin, NY. Her workshop, "Activités pour enseigner l'art français en français," was chosen "Best of New York State" at the 2001 NYSAFLT Conference and "Best of Northeast Conference." Abbe will present her workshop at the 2002 ACTFL Conference. Barbara Gordon was also the 2001 New York State Teacher of the Year. Maryse Whorrall, Syracuse, is the 2002 recipient of the Friends of French Award, given to recognize individuals who have promoted French in their community. Maryse, as a volunteer, has given countless museum tours in French to local students. Although retired, Maryse continues to teach French to elementary children in an after-school program.

The Central New York Chapter held a Mardi Gras dinner for 32 masked people at a French restaurant in Syracuse. This event will be repeated in 2003.

The National French Contest Awards Luncheon was held in May for 266 attendees. Book prizes were awarded to 151 students. Warren Scoones has done a fantastic job as Contest Administrator for Central New York as well as for the *Pays du Nord* Chapter. Dr. Janet Shideler was guest speaker at the 2001 fall meeting. She gave an outstanding presentation on Franco-American literature and history. At the 2002 fall meeting, Elizabeth O'Hara presented an incredible hands-on two-hour workshop on "Integrating Technology into the French Curriculum."

Submitted by Georgette Schmidt

CHICAGO/NORTHERN ILLINOIS CHAPTER

About 75 members attended our spring meeting, "L'Air du printemps 2002," which featured a presentation by Kathryn Bulver of Eastern Illinois University entitled "La Chanson dans la classe de français." Dr. Bulver illustrated her presentation with selections from a wide range of French composers, singers, and genres covering

the period 2000-01. The workbook she distributed to each participant is an invaluable resource for popular French music of those two years.

The presentation followed a continental breakfast. Program Chair and incoming Chapter President Jane Castle made introductory remarks as did the restaurant general manager Jean-Paul Eskenazi, outgoing Chapter President Rosalee Gentile, and National French Contest Administrator Ted Haldeman. Chapter Treasurer Leah Bolek introduced new members.

Rosalee thanked the membership and Chapter Executive Council and cited our former chapter presidents. She attributed our history of success to the dedication of all these persons, asserting that it was a great privilege for her to represent the chapter for the last four years. Her remarks were a truly eloquent *au revoir*.

After the presentation, our *Prix du chapitre* was awarded to Anne Hebert, former Chapter President, and longtime AATF activist. *Grande Dictée de la francophonie* organizer Marie-Simone Pavlovich read a poem she had written in appreciation of Rosalee's hard work and announced the 2002 professional category *dictée* winners: Gerald Plotkin, Janine Pefley, Michael Hoenigsberg, Leah Bolek, Patrick Duré, Joyce Lopas, Benoit Magrin, and Dorann Oswald.

About 650 persons, including chapter officers and members, other teachers, relatives and friends, and, of course, the *lauréats* of the *Grand Concours* themselves attended our *Distribution des prix* at Dominican University. For the past 12 years our chapter, thanks above all to Contest Administrator Ted Haldeman of Homewood-Flossmoor High School, has had the highest number of entrants in the Contest. This year it was over 5300. Ted and two members of his team, Eileen Walvoord of Niles North and West High Schools and Dan Doak of Glenbrook South High School, were surprised with special award plaques from National French Contest Director Sid Teitelbaum.

Outgoing Chapter President Rosalee Gentile gave the keynote address for the ceremony with a moving speech about world issues, cultures, and values, stressing how fortunate foreign language students are in that they are already contributing to peace, understanding, and tolerance by virtue of their studies.

National winners received silver or bronze medals and dictionaries or books about France. All contest winners received a tee-shirt with 2002's winning design by Diana Rodriguez, a student at Morton East

High School. Diana received a tee-shirt for each of her family members and a check for \$50. Most of the winners walked away with bags full of French or French-oriented items.

There were many special awards. Mme Pavlovich presented the Swiss Benevolent Society (SBS) prizes, consisting of tuition for the Concordia Language Villages with the trip there paid by our Chapter, to Anita Alis Manaila and Vanja Vidackovic, both of Lincoln Park High School. Rosalee presented the Presidents' awards of \$200 each to Leah Lyman of York High School and to Sophia Magnone and Anna Mason, both of Lincoln Park High School. H. Randolph Williams, President of the *Alliance française*, presented its awards of a study program at the Sorbonne and a stay at a Paris student foyer, to Kailin Husayko, Lincoln Park High School, Audrey Nuccio, Glenbrook South High School, and Jason Wilki, York High School. Véronique Renault, *Attachée culturelle adjointe*, bestowed the rank of *Officier dans l'Ordre des Palmes académiques* on Janine Pefley and *Chevalier dans l'Ordre des Palmes académiques* on Maureen Breen.

Our fourth annual two-week immersion institute was held in June for the first time at the *Alliance française*. The theme was "Société et cinéma français." Participants loved the content, expertise, organization, and enthusiasm of the *intervenantes*. Illustrating her presentation with film clips, Marie-Claire Caravati dealt with many French cinematographic themes: comedy, culture, history, love, religion. The other presenters were Marie-Simone Pavlovich of Northwestern University, Florence Zamsky and Michèle Gragg (emeritus) of Dominican University, Rosalee Gentile, and Robin Jacobi of Hoffman Estates High School. New this year were the *projets pédagogiques*. Homewood-Flossmoor High School's Jane Castle gave participants the opportunity in the afternoon to apply practically for the classroom what they had learned in the morning. Jane modeled ways to put students in cooperative groups and shared a unit she had prepared for François Truffaut's *Argent de poche*. Other films included Jacques Tati's *Mon Oncle*, Cedric Klapisch's *Chacun cherche son chat*, Suzanne Schiffman's *Le Moine et la sorcière*, and Agnès Jaoui's *Le Goût des autres*.

At the Boston convention Jo Anne Bratkovich of Joliet West High School presented "*Mais je suis la seule!* Leading a French Program by Oneself." AATF veteran activist Margot Steinhart of Barrington High School received the 2002 AATF Dorothy

Ludwig Excellence in Teaching Award at the secondary level and also was nominated as a candidate for national President of the AATF. Pat Olderr of Hinsdale Schools was awarded a National French Week Grant. Anne Hebert of Taft High School was active at the *congrès* as well.

John Tomme

Waubonsee and Kishwaukee Colleges

DELAWARE CHAPTER

There was a student-teacher exchange with Martinique for National French Week. The visitors from Martinique were housed with AATF members in New Castle and Kent counties and attended classes with their host teacher. Other activities included *la Journée de la francophonie*, Linguistic and Cultural Immersion, *le Grand Concours*, and advocacy initiatives. Many activities for *la Semaine du Français* were conducted on the local level which, in the opinion of President Alice K. Cataldi, falls short of the intent of *la Semaine*. Next year the Delaware Chapter is going to work on activities that will promote French outside the classroom and in the community.

La Journée de la francophonie was a resounding success. Over seven hundred middle and high school students and teachers joined 300 students from the University of Delaware to explore Francophone countries. The closing activity was a performance by the Cajun band *La Planète Folle*. Attendees included Julien Woirin, French Cultural Service, Shuhan Wang, Delaware State Supervisor of World Languages, and Diana Regan, AATF Region IV Representative.

In its fifth year, Linguistic and Cultural Immersion was coordinated by Alice Cataldi. The topic for the three-day event was the Renaissance. Corine Termonia and Mary Shenvi led discussions in French, and participants learned songs and dances and made Renaissance costumes.

Laurence Émile-Besse, Roland Celette, and Julien Woirin from the French Cultural Service visited the AATF meeting in November which attracted approximately 60 people.

Joyce Strojny received an AATF Summer Scholarship to Pau, and Charlene Lambert received the French Embassy Scholarship for study in France. Dr. Bonnie Robb received the Student Advisement Award from the School of Arts and Sciences, and Mary Shenvi received the DeCTFL Teacher of the Year Award. Thirty-one Delaware students placed nationally in *le Grand Concours*,

On the subject of advocacy, President Cataldi has organized a letter-writing campaign to promote the teaching of languages, especially in the elementary

schools. She has written letters to Delaware Governor Mike Castle as well as to Senator Harris McDowell. Andrea LaCombe and Judy Celli have written letters, and the letter written by Alison Matsen appeared in the *Wilmington News Journal* and in the April issue of the *AATF National Bulletin*. *Bon courage, Alice!*

Submitted by Diana Regan

HUDSON VALLEY CHAPTER

National French Contest Winners were honored at an awards ceremony at Union College in Schenectady, NY. This year, 2241 students from the Hudson Valley region participated in *le Grand Concours* which was once again so successfully coordinated by Mr. Robert Ludwig. Congratulations go to the 33 National Winners.

Submitted by Georgette Schmidt

LEHIGH VALLEY CHAPTER

The *Congrès régional* served as the fall meeting for the Lehigh Valley Chapter which was very well represented: President S. Pascale Dewey presented two sessions, "Le Septième Art à la rescousse" and a workshop on Quebec. Other members prominent on the program were Nancy Fisher, "Using Film Pairs to Explore Cross-Cultural Viewpoints;" Mary Anne Kucserik, a how-to session on "Teaching Your First Class on *la francophonie*;" Judith Vichr and Noel Smith, "Promoting French in and Outside the Classroom;" Cherylene Shollenberger and Judith Vichr, "Organizing a Successful World Language Club;" and Celine Poulin-Lape, "L'Enseignement du français dans l'entreprise."

Reading High School was the hub for many activities during *la Semaine du Français*. Cherylene Shollenberger and Anita Goodwin kept students, teachers, parents, and friends busy with daily surprises such as French badge-making, poetry, French cinema night, a French café, and a local merchant who came to talk about careers with French-owned businesses in the area. The conclusion was a visit by a member of the Pennsylvania Culinary Institute who provided a cooking demonstration of how to make *crêpes*.

Kutztown University Department of Modern Languages hosted the third annual teachers' conference with the theme "Teaching World Languages." President Dewey announced that the French Program was well represented, adding that the "deans were impressed ... and I think we gained some support that day...." Both came to the French Room to lunch with five international students from the Ivory Coast, Lebanon, Egypt, France, and Corsica.

The *Distribution des prix* for *le Grand Concours* was held in May, and President Dewey reports that "it was a delightful experience and great feeling to see a room

full of enthusiastic students surrounded by their proud parents and teachers."

Submitted by Diana Regan

MARYLAND CHAPTER

National French Week was celebrated throughout the chapter with many activities that brought French language and culture into the community. Again this year, the Chapter offered prizes of financial support to the best activities celebrating National French Week with particularly good outreach to the community. This year's recipient was the University of Maryland's performance of Molière's *L'Amour médecin*.

Students at the Roland Park Country School (Baltimore) played *pétanque* in the morning and enjoyed croissants donated by a local bakery. Lunch time featured a movie about *Le Louvre* (in French).

At the Norwood School (Bethesda), students did projects about *la francophonie*: fifth graders researched Francophone countries, sixth graders researched the regions of France, and seventh graders researched famous French speakers. The students then created posters which were hung around the school during National French Week. Eighth graders researched monuments in Paris and made a huge mural that was hung in the lobby of the school. Some of the other activities included a Waiters' Race, a *fête* of French food and music, and a French Trivia Quiz Show.

To celebrate National French Week Salisbury University invited the greater Delmarva community to an evening of French music featuring choral and piano music presented by the Music Department; a *Dîner français*, and a video festival featuring the French film *La Femme Nikita* and its American counterpart *Point of No Return*.

At the University of Maryland, National French Week was celebrated by several events open to the public: a *défilé de mode* put on by intermediate-level students; a Truffaut film featuring the city of Paris and introducing the theme of *les grandes villes* of the French-speaking world; poetry reading in French and English (French versions read by students in the French cluster of the Language House, English versions read by beginning learners of French; Francophone Cultural Poster Presentations depicting various cultural aspects of diverse French-speaking nations of the world. Visitors and students alike enjoyed stopping at each poster station, learning about the particular country and sampling some of its delicacies; *Diapos de France: le sud et Paris*, presented and narrated by graduate student and Nice native Magali Montagard. A performance of Molière's *L'Amour médecin* was given

by *Le Néon* to a standing-room-only crowd. *Le Néon*, under the direction of Didier Rousselet, is a French-American theater company which specializes in adaptations of French classics that incorporate the original French text with just enough English words here and there, uttered as asides, to make it comprehensible to audiences with a limited knowledge of French. The performance was followed by a question-and-answer session with the cast. Students were thrilled to learn that, of the three-person cast, all three were Americans who had learned French in school—one of the actors was even an alumnus of the University of Maryland. “Look at what you can do if you continue with your French!” he told the audience. A link to photos taken during the performance is found on the AATF Maryland Web site: [<http://www.umd.edu/fren/aatf/>].

“Booking the Cooking: Literature and Gastronomy in Molière’s Theater” was a lecture by Professor Ronald Tobin, University of California at Santa Barbara.

Walter Johnson High School (Bethesda) put on a luncheon café event where students act as waiters. The French food (*quiche*, *salade*, bread, *crêpes*, and *méringues*) was prepared the day before with chapter member Renée Raffini providing supplies and supervision.

Wellwood International School kicked off their celebration at Owings Mills Mall. Students, under the direction of Karen Campbell Kuebler, presented ten songs and dances in French. Three performances included about 20 students for each show. Throughout National French Week the fifth grade immersion class presented different plays to all French immersion classes.

The chapter continued to collaborate with the *Club de français de Columbia* by holding joint meetings. Chapter President Nicole Minnick gave an informal lecture on her experience teaching at the Paris Chamber of Commerce and led a discussion. For National French Week, *Dansez, chantez, apprenez le français* (ages 5-10), under the direction of Karen Kuebler, gave a song and dance performance so impressive that it prompted several parents in attendance to contact their school districts to inquire about getting their children into an immersion program. The December meeting featured a *Concours de desserts* in which the participants tasted and voted on various desserts created by club members and AATF members alike. Prizes were awarded in various categories with Tom Ratican (AATF member and Chapter Liaison Officer) capturing the most prizes for his Breton dessert *Poiré de Mamm-Gozh*.

In November, the Chapter co-sponsored a *Journée française* at UMBC. This day, devoted to French language and culture for teachers on all levels, featured presentations by Stan McCray (“Les deux compétences dans l’enseignement des langues étrangères”) and Alan Rosenthal of UMBC (“Un poète méconnu et remarquable”), and Laurence Émile-Besse, French Embassy, Washington, DC (“Les différences culturelles entre société américaine et société française”).

Some of our members took advantage of The Age Of Impressionism exhibit at the Walters Art Gallery in Baltimore, visiting it individually or escorting student groups. Chapter Secretary Karen Campbell Kuebler’s immersion students performed at the Walters with six dance pieces reflecting works of art in the collection. Students learned about Courbet, Pissarro, Monet, Morisot, Renoir, and Degas.

In a regional match-up, students of Karen Kuebler from Baltimore and Lidia Saldahna at the New Foundations Charter School in Philadelphia met and enjoyed French together. Karen’s students performed an all French show for the entire school. Students learned numbers, colors, information about Degas, Paris, and a *Québécois* folk dance. The students then ate at a local *crêperie* and enjoyed a short tour of Philadelphia. Initial arrangements were made by Region IV Representative Diana Regan.

At the 2001 AATF Convention in Denver, Chapter Secretary, Karen Campbell Kuebler received the 2001 AATF Dorothy S. Ludwig Excellence in Teaching Award for the elementary level. Chapter members Jane Elkin and Christina Rocha were chosen to receive 2002 AATF Summer Scholarships for study in Pau.

The Chapter’s Annual Awards Luncheon for *Grand Concours* winners was held May 19 at a French restaurant in Baltimore. In addition to medals and prizes given to student winners, small prizes were given to their teachers in recognition of their devotion to the promotion of French. A plaque was also presented to former Chapter President Carleen Leggett in recognition of her ten years in the office.

The Maryland Chapter was the recipient of a grant from the French Cultural Service. A portion of the funds was used to defray the cost of two workshops on using songs to teach French given by singer/composer Bruno Husar. The remainder was used to offer a summer workshop for high school French teachers on “Teaching Business French and Cross-Cultural Issues,” held at the University of Maryland. Workshop leaders included Gilles Asselin, President, SoCoCo Intercultural, Steven Loughrin-

Sacco, San Diego State University, and Nicole Minnick, University of Maryland. Participants will receive three Maryland State Department of Education credits.

Submitted by Diana Regan

NEW JERSEY CHAPTER

In September 2001, Fabrice Jaumont from the French Cultural Service conducted an Internet workshop at Westfield High School. Internet is a Web site developed by Northwestern University and the French Cultural Service and is designed for French teachers.

In October at the *congrès régional* in Philadelphia, Viviane Lévy, Marie-Christine Massé, and Marie-Laure Hollander presented a workshop entitled “Practical French/Developing a Career Unit.”

A Chapter Web site has been created: [<http://home.talkcity.com/Route66/aatf-nj/>]. The site is being reworked and will soon move to a new address. We are also in the process of putting our members on an electronic mailing list, making the sending of newsletters and announcements more efficient.

For *la Semaine du Français 2001*, the New Jersey Chapter organized two concerts by the duo Jacques et Marie. The first concert took place in the morning at Arthur L. Johnson High School in Clark, and the afternoon concert took place at North Hunterdon High School. A total of 25 schools participated in the event.

The Annual French Teachers’ Outing was held in December. A bus took teachers to the Paul Signac exhibit at the Metropolitan Museum in New York City and then to a French restaurant. Fabrice Jaumont, French Cultural Service, was on hand as was Harriet Saxon, President of the Metropolitan AATF Chapter. One of our priorities has been to reinforce the collaboration between the Metropolitan and the New Jersey Chapters. We keep Mrs. Saxon abreast of our events and vice versa. We concluded the day by seeing the French movie *Amélie*.

The Foreign Language Educators of New Jersey (FLENJ) Conference was held at Rutgers University, Busch Campus. Vivian Lévy and Marie-Laure Hollander presented a workshop. The AATF had a table in the Publishers’ Corner to inform teachers and distribute pamphlets and brochures. Participation was excellent.

An Impressionism workshop was held in April at the Metropolitan Museum of Art. A book of lesson plans and slides was given to each participant. Another workshop will be offered next year.

An interdisciplinary conference, “France and the World,” attended by 50 participants, was held at the Center for French Studies of NYU. Marie-Laure Hollander



Remise des prix du Grand Concours: Les lauréats du Grand Concours ont été honorés par Richard Lockwood, chef du département de français de Rutgers University, Marie-Laure Hollander, Présidente du Chapitre AATF pour le New Jersey, Stephen Dreyfuss, du Comité exécutif de la Chambre de commerce franco-américaine, Janis Jensen du département d'éducation de l'état de New Jersey, et Fabrice Jaumont, du Service culturel de l'Ambassade de France.

was a moderator. The Chapter's spring conference took place at the A.L. Johnson High School. The theme was Francophone Africa. Dr. Davida Brautman made a presentation on Ousmane Sembène, the Senegalese film director. After a Senegalese-style lunch, Alice Ennis, who spent last year in Senegal as a Fulbright Exchange Professor, shared her experiences.

The Chapter had a record number of students participating in *le Grand Concours*: 2500. Marlene Manela, our *Grand Concours* Administrator did a superb job. The first statewide awards ceremony organized by the Chapter was held at Rutgers University, Busch Campus. It was co-sponsored by an AATF Small Grant, L'Oréal (\$1000), and T-Fal (\$400). Laliq gave a crystal vase valued at \$1800, Krups gave an espresso machine, Air France a round-trip ticket to Paris, and Novotel a night for two with breakfast, and dinner for two at Café Nicole. The French Cultural Service gave a scholarship for a two-week stay in Avignon. With the cash, we purchased books, posters, videos, and French candy for the 95 laureates. We had several guest speakers: Janis Jensen, Coordinator of World Languages for the New Jersey State Department of Education, Fabrice Jaumont, French Cultural Service, Dr. Richard Lockwood, head of the French Department at Rutgers University, and Stephen Dreyfuss, Vice-President of the French-American Chamber of Commerce.

Past-President, Vivian Lévy has been named *Chevalier dans l'Ordre des Palmes académiques* by the French Government. A ceremony was held at the French

Cultural Service in New York City in her honor. Elizabeth Elvidge and Tammy Wubbenhurst were both selected to receive AATF Summer Scholarships. Elizabeth received a scholarship to study in Belgium offered by the *Communauté française de Belgique* and Tammy received one offered by the French Cultural Service. Laurie Reynolds, a French teacher at Raritan Valley Community College, has received

a Fulbright Award to teach in Annecy, France, next year

Submitted by Diana Regan

PAYS DU NORD CHAPTER

Congratulations to Jacqueline Keating at General Brown High School for having a National Winner in *le Grand Concours*.

Submitted by Georgette Schmidt

PHILADELPHIA CHAPTER

The official opening of National French Week 2001 took place at the tenth anniversary party of the *École française internationale de Philadelphie* on November 2. The third annual *Matinée francophone* for students was held on November 7. Jacques et Marie presented their teen cabaret, celebrating the joy of France, and Region IV Representative Diana Regan presented prizes to the poster and essay contest winners. Students who attended the *matinée* were given a bag of Eiffel Tower Gummies and a temporary tattoo celebrating *la francophonie* designed by a member teacher, Kimberley Rivière.

A children's hour devoted to children's literature with Francophone themes was held at a local bookstore. The Philadelphia AATF Chapter and the *Alliance française* co-sponsored a lecture and book signing at the Free Library of Philadelphia by Dr. Joseph Borkson, author of *Philadelphia: An American Paris*.

A message in honor of National French Week lit up the Philadelphia Electric Company (PECO) skyscraper. PECO has supported National French Week since its inception in 1999.

The winter *Réunion des professeurs* took place at Rosemont College. Dr. Anny Dominique Curtius, University of Delaware, spoke on "Comment enseigner la

Francophonie?" Another *Matinée francophone* for students and teachers was held in March. The distinctive sounds of the Acadian rock group, *Grand Dérangement*, had everyone on their feet singing and swaying to the music.

The spring *Réunion des professeurs* was held at Chestnut Hill College. Juliette Parnet, Assistant Director of the French Institute for Culture and Technology at the University of Pennsylvania, spoke on the "Status of the Euro and the Upcoming Presidential Elections in France." Julian Greene, an accent reduction trainer, presented "Phonétique française: les dix difficultés les plus communes pour les Anglophones." The Chapter, in cooperation with Mme Danièle Thomas-Easton, the Honorary Consul of France, hosted a lecture and book signing by author David Applefield. Mr. Applefield wrote the well-known guidebook for Americans interested in moving to Paris, *Paris Inside Out* as well as *The Unofficial Guide to Paris*.

The *Distribution des prix* was held at Chestnut Hill College. Contest Administrator Sister Mary Helen Kashuba organized this night to honor winners of *le Grand Concours*. Along with prizes and certificates, students also received trophies.

We also honored the winner of the Friend of French Award which goes to someone who is not a teacher of French but who promotes and supports the study of French and Francophone cultures. This year's recipient was Dr. Steve Riggs, Principal of Tredyffrin-Easttown Middle School. Dr. Riggs' school and staff have been extremely generous hosts of the last three *Matinées francophones*.

VIRGINIA CHAPTER

The board is looking at ways to recruit members to the AATF. Michelle Hinck has created a brochure for the Chapter. Another committee has developed a letter to language supervisors with information about the benefits of being a member of both AATF National and the AATF Virginia Chapter. We are requesting that supervisors send us e-mail addresses of French teachers under their supervision. This will permit us to get the word out on our Chapter's activities and on the many opportunities offered by the AATF. The Chapter is also developing a survey to send to middle and high school teachers to find out how we might best serve them. Equally exciting, the Center for the Liberal Arts of the University of Virginia has asked us to join them in developing French workshops for high school teachers. The theme of next year's workshop will be "France in Europe."

The Chapter was again able to support the Virginia Commonwealth University

(VCU) French Film Festival which brings to Richmond the latest French films along with the actors and directors. The festival, celebrating its tenth anniversary, is gaining a national reputation, and people attend from around the U.S. as well as Canada. The Chapter offered passes to Virginia high school and college teachers. The passes entitled participants to three days of extraordinary films like *Nationale 7* and the Algerian film *La-bas...mon pays* as well as a reception at the Virginia Museum of Fine Arts where they could chat with the actors and directors. An AATF Small Grant Award allowed us to fund a breakfast roundtable for the high school teachers who participated in a weekend immersion experience, funded by the French Cultural Service as well as VCU, at the film festival. The opportunity for the teachers to be seated at the same table as the French actors and directors was unique.

The annual Chapter meeting took place at the joint meeting of ACTFL and FLAVA in Washington, DC. We invited the acclaimed French theater company, *Le Néon*, to perform a series of sketches adapted from monologues by Charles Cros entitled *Poètes parisiens*. Following the play, the chapter offered a reception.

The *Grand Concours* was very successful again this year under the excellent leadership of Debbie Bartle, Chapter Contest Administrator. The Virginia Chapter had the sixth highest enrollment in the U.S. with 67 schools participating and 3068 students enrolled, 291 of whom placed in the top ten. The 163 students who placed in the top five of the chapter were also designated as national winners.

The fourth annual *Congrès français de Chesterfield County* took place in March at Midlothian High School. The *congrès* is a full day of competitions, workshops, French meals, and events for French students in Chesterfield County Public Schools. Seventeen schools were represented by delegations of students and teachers who came together to share their enthusiasm and expertise in the name of French. After breakfast, the day began with a spirit competition during which each school entered the theater with an energetic presentation displaying some aspect of Francophone culture. The keynote speaker, Mlle Kate Rowe (a Midlothian High School graduate) gave an inspiring address about how the study of French has opened many doors for her. In the next hour, all participants took the *Grand Concours*. Afterwards, each student engaged in a competition, choosing from among Jeopardy, art reproduction, timed writing, spontaneous speaking, cuisine, *dictée*, drama, fashion, music, and recitation.

Lunch was followed by two hour-long workshops. Students could participate in folk dancing, cheese tasting, exploring Belgium, learning about West African music, making *crêpes*, ballet, playing *boules*, creating their own Quimper masterpieces, aerobics in French, and more. Workshops were presented by county French teachers, professors from Virginia Commonwealth University, Francophiles from the community, and students.

At the end of the day, competition results were announced, Region IV Representative Diana Regan addressed the audience, and a talent show rounded out the festivities. Four hundred student participants, teachers, student and parent assistants, and presenters made the day a success. Organizers Debbie Bartle and Linda Davidson are thrilled by the outstanding support that this event garners.

Submitted by Diana Regan

ROCHESTER CHAPTER

The National French Contest has been the main event in the Rochester Chapter. Congratulations to the 21 National Winners.

Submitted by Georgette Schmidt

SUSUSQUEHANNA VALLEY CHAPTER

The fall 2001 meeting was held at the Milton Hershey School to introduce new Vice-President Annie-Claire Spittle. Discussion ensued pertaining to the *congrès régional* held in Philadelphia. Members found the *congrès* to be very interesting and professionally stimulating.

Plans were made for *la Semaine du Français* as each teacher shared his/her projects. Some celebrated *les pays francophones*. They put up posters of the countries researched by their students and served croissants with Nutella in the cafeteria, accompanied by French music. Other teachers planned an outing to see *The Count of Monte Cristo*.

One school prepared a day for Global York. Local companies sent representatives to share how their companies are involved worldwide. This project was done in March by President Joanne Piotrowski who then used it as a topic for the winter meeting. Included in discussions were foreign exchange students, and representing France was Pierre-Jean Delaye from York Wallcoverings.

Nancy Smekal was selected as a recipient of a 2002 AATF Summer Scholarship to study in Pau. Jennifer Gish, a journalist from a local newspaper interviewed President Piotrowski about the status of French enrollment in the region. The journalist also contacted AATF Executive Director Jayne Abrate and, after having done some in-depth research, came to a

positive conclusion.

The school year ended with the *Distribution des prix* for the *Grand Concours*. There were 71 parents, students, and teachers present at the luncheon. One student winner's name was pulled to win an all-expenses paid week to the French Language Camp for High School Students at Millersville University.

Submitted by Diana Regan

WESTERN NEW YORK CHAPTER

During summer 2001, the Chapter in conjunction with Buffalo State College, sponsored a week-long French immersion for teachers. Under the leadership of Nancy Burns and Michele Roberts, the chapter co-sponsored French summer courses in many schools for elementary students. In September, the Chapter co-sponsored a wonderful concert by Pierre Bensusan, coordinated by Bernard and Linda Kunz. National French Week started with a reception held at the Burchfield-Penney Art Center. Special guests were Fabrice Jaumont, *Attaché de coopération pour le français*, Georgette Schmidt, AATF Regional III Representative, and James Pitts, President of Buffalo's Common Council. This event was chaired by Brenda Benzin.

A career panel was held at Buffalo State College. Co-chairs were Brenda Benzin and Dr. Lucy Schwartz. Six people from the area who use French in their careers spoke to high school and college students about the value of learning French. A "Francophone Evening" was given, featuring Dr. Aimable Twagilimana of Rwanda and Dr. Rafika Merini of Morocco, both professors at Buffalo State College. The event was chaired by Dr. Jean F. Gounard, Director of International Student Affairs at Buffalo State College.

Thanks to Mary Ellen Gianturco, French students appeared on "Weather Outside" on Channel 7. Kathryn Missert was chair of poster and essay contests. The theme of the contests was "Cities of Light." In the spring, Fabrice Jaumont presented a workshop on Internef. Dr. Gerard Bucher gave the welcome and Dr. Maureen Jameson spoke about her Litgloss project. This day-long event was coordinated by Brenda Benzin.

Gary Behrns was awarded a scholarship to study in France. The Chapter had 20 National Winners in the National French Contest. Many thanks go to Chairs, Catherine Lochtefeld, Christine Curtis, Nancy Burns, Kim Landahl, and to former Chair, Gary Behrns. Kathy Tevington is working to help local French teachers prepare for the change in the New York State French Regents exam.

Submitted by Georgette Schmidt

2002 AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

JUDY CHARUDATTAN ELEMENTARY LEVEL

Having grown up as a multilingual person in India, it was quite easy to take yet another language at the college level. I chose none other than fascinating French which aroused my curiosity and intrigued me as a young girl under ten years of age when I visited the small south Indian town of Pondicheri where French traders settled before the advent of the British Empire in India. To this day, one can hear those inspiring Francophone delights in this unique little place

How I wished we had the study of French available for young children along with the English language in India. I had to wait a long time to enjoy learning French which became a passion. Does it not for most of us Francophiles?

When I immigrated to the U.S. in 1976 and began my married life in Gainesville, Florida, I was quite surprised at the lack of interest for a second language for elementary-age children. I was aware that the brains of young children encode languages into hard-wired neuronal circuits which would make language acquisition easier, while older individuals must employ a new and more difficult process. Again, how I wished we had the study of French available for young children along with the English language in the U.S.

Lo and behold, to my joy and astonishment, our son could choose French in elementary grades in the mid-eighties for a couple of years. Even though Spanish was gaining popularity, I started teaching and promoting my language of passion, French. It was a wish come true. I was even more excited when our son could choose French for four consecutive years in high school as a requirement for a foreign language. I chaperoned his participation in *le Congrès de la culture française*. That is when realized I had only partially fulfilled my dream of teaching young children French. I envisioned my young budding student delegates performing and competing at their own levels in *le Congrès*. *Voilà*. This would be my innovative pride and pioneering trend set by my students of tender age. They would be the first and only elementary participants of the state-wide *Congrès* after thirty-nine years of exclusively high school competitors. Why should it be restricted to high school students?



From left to right: Judy Dharini Charudattan, Emily Wagner, Robert Ludwig, Margot M. Steinhart, and Diana Regan, Award Committee Chair

Thus, the fortieth-year celebration of the *Congrès* in 1992 was a breakthrough in my methodology of foreign language education. *Le Congrès* became a yearly goal of accomplishment which motivated the children to want to learn French. Parents were encouraging children toward this achievement. To me, it seemed like a test of the language skills they obtained all through the year, but the children regarded it as fun despite the extra efforts they put toward preparation.

They are proud to exhibit their skills in the language and derive a sense of accomplishment and self-confidence. Their performance has evolved from simple songs and skits to reciting poems by Jacques Prévert, Maurice Carême, and Jean de La Fontaine as early as in 4th and 5th grades. They also learn to translate them into English and bring out the inner meaning of what the poet is expressing. Enacting fairy tales serves as a prelude to *pièce de théâtre* in later years. Some of them compete in *Concours de vocabulaire* and *Concours d'orthographe* with simple words.

I feel blessed and honored to give this privilege and opportunity to my students. The early exposure prepares them to face and welcome the challenges of *Congrès* participation at the high school level with ease, as proven by some of my former students who have completed high school with flying colors in the French *Congrès*.

Hopefully, more FLES teachers will bring their students for *le Congrès* in the future. It is indeed a prodigious effort, demanding immense patience and know-how, to inspire young students and make them feel confident to overcome stage fright and perform in front of an audience and judges, especially in a foreign language.

EMILY WAGNER MIDDLE SCHOOL LEVEL

When I reflect on the contributions I have made during my three decades of teaching French language and culture, I am most proud of the connections—personal, professional, academic, cultural, and linguistic—I have been able to make and share. These ties bind my enthusiasm and philosophy and have, I believe, helped create an exceptional educational experience for my students over the years.

My personal French connection began with visits to Quebec as a small child and was enhanced over the years by developing contacts and lasting bonds with friends in French-speaking countries. From the pen pal my junior high French teacher provided at the beginning of my formal study of the language to the family I lived with as a student, to the many colleagues I have had the good fortune to work with here and in programs abroad, I enjoy ongoing professional and personal relationships with wonderful Francophone friends throughout the French-speaking world. Through these friendships, I have arranged many individual and school exchanges for my students, class and personal correspondences, visits to my classes, and I continue to use these wonderful resources for those “French” questions that come up so frequently in class.

I have been professionally involved in the language teaching community for decades as well, serving on the executive boards and as officer of several, and the connections I have developed with my colleagues have been a highlight of my career. I have presented at local, regional, and national conferences about a variety of language-related topics, and this has allowed me to share my interests in cinema, culture, student trips and exchanges, and professional organizations. As a member of the Commission for the Promotion for French, I conceived and wrote the new AATF brochure *French is Not a ‘Foreign’ Language*. That my French teaching colleagues rank among my closest friends is a tribute to the organizations that have helped foster these relationships.

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Academically, I have been privileged to teach in environments that permit me the liberty to develop my own curriculum. Because of this freedom, I have developed courses that allow my students to see the many interdisciplinary connections that the study of French provides and have been able to vary the lessons to meet the individual talents, needs, and interests of my students. Examples of this include a year-long correspondence with a history class in Rochefort in which my eighth graders took on the roles of eighteenth century Philadelphians advising the pre-revolutionary French on the ideals of liberty and how to attain them, trips to France to follow the routes of novels read, trans-Atlantic letters between students representing Lafayette and Washington, in-depth studies of French opera, and the French experience during World War II, a French cinema course, a linguistics course, the preparation of a variety of French foods for faculty café and luncheon events, and the visits of native speakers to my classes.

Among the greatest benefits of learning a second language, I believe, is the ability to see the world through the eyes and minds of others and thus develop a sense of "cultural literacy" unparalleled in other disciplines. Because of this commitment, my students are constantly challenged to see the connections as well as well as the differences in cultural values and traditions and to honor them. I also believe firmly that through the study of French, students can enhance their understanding and appreciation of English. Therefore, I work the discussion of etymology and cognates into the curriculum wherever appropriate so that my students can appreciate that strong French-English connection.

I am in the enviable position of launching young students on their French careers in middle school and then teaching some of them again in their junior year. This connection is among the most meaningful to me, both personally and professionally, and one I treasure greatly.

MARGOT M. STEINHART HIGH SCHOOL LEVEL

How truly wonderful it has been to share my passion for spreading French and for learning about French and Francophone cultures with students in class and through French Club but also outside of the school. This enthusiasm has been channeled into exchange programs with Strasbourg and Paris, video exchanges with a school in Burgundy and in Sophia-Antinopolis, field trips to French art exhibits and restaurants, French Immersion Weekends to the backwoods of Wisconsin, study, home stay, and travel trips to France and Quebec, creation of a French Honor Society chapter, *La*

Licorne, and intramural and extramural field trips to movies, concerts, musicals, plays, and international festivals, and teaching French to elementary grade students. These activities have been enhanced by contests, for example, *Le Grand Concours*, with several chapter and national winners, National French Week contests, *la Dictée*, and numerous poster, trivia, Web, essay, and tee-shirt design competitions, and by charitable fundraisers to support the replanting of three trees in the Versailles Gardens, the international work of *Médecins sans frontières*, and toys for hospitalized children in Haiti, programs by Peace Corps volunteers in Francophone Africa, and in-school concerts by Francophone musicians.

Professional organizations, especially AATF local and national, the Illinois State Board of Education, and ACTFL, have afforded me numerous ties to work with colleagues on commissions, special projects, conference presentations, and writing for publication. Starting as a local project between French Cultural Service and the AATF, the promotional brochure, "French is more than..." became a reality at the national level. Through collaboration with colleagues, the French Cultural Service, and the AATF, the promotional video and tee-shirt: *Le Français m'ouvre le monde*, the AATF coloring book: *Color Your World with French*, and the brochure: *Top 10 Reasons to Learn French* came into the hands of French teachers across the country. In the video, our students at Barrington High School (BHS) provide the closing rationale for why study French, and in the brochure my students at Maine East High School and at BHS are featured. Thanks to a role in the writing and editing of the French adaptation of the *National Standards for Foreign Language Learning* and in the development of National French Week, two AATF initiatives, I been able to expand my own boundaries of the Francophone world and work with colleagues whose expertise has been stimulating and motivational. These professional ventures have resulted in my returning to the classroom with new ideas and materials to share with students and other colleagues. As chair of the AATF National Scholarship Program for Teachers for six years, I was able to work with the French Cultural Service in New York in the evolution of the various programs the AATF sponsored. This in turn brought me into contact with teachers from across the country to exchange ideas and materials. The projects that teachers completed as a results of their *stage* in France launched an initiative to lend these materials to other

French teachers through the AATF Lending Library.

Working as co-chair of the AATF Standards Task Force and Commission certainly was a challenge and an opportunity to work with many talented French teachers and to learn from them. After dedicating three years to the project, it was most satisfying to see that the French standards have been well received by the profession. Becoming review editor for the rubric "Course Materials and Methodology" of the *French Review* has encouraged me to experiment with materials in class and then begin writing reviews myself. This is one way that I have been able to connect the classroom, the profession, and my own professional development. Collaboration with others, through professional organizations and through my local colleagues, has been the stimulus for continuously trying new things. When programs for five foreign languages were added to the district's curriculum at grade 6, I was able to facilitate the planning and implementation that involved teachers in two middle schools. At a same time, I was able to contribute to the creation of Spanish V and French VI courses as post-AP courses. In addition to facilitating dual high school and college credit for the seniors in these two classes, I taught the first semester of the French VI course. Seeking out the expertise of an English teacher colleague in my own building has permitted my French IV students to write better scenarios for the mystery script that they write, perform, and videotape. Another colleague who teaches computer classes was the technical link needed for a project to illustrate original stories that my Level III students did in hypermedia. These projects have been shared at conference sessions of the AATF and of ACTFL as examples of standards in action and of collaboration. Such projects create shared experiences and memories for students, too.

What has provided me with the most satisfaction on this 33 1/2-year quest as a teacher, a learner, a colleague, and a leader? It has undoubtedly been the challenge to find ways to link those various roles and in a caring way to enhance the experiences of my students and colleagues and to promote the study of French.

**BE SURE AND VISIT THE
NEW AATF WEB SITE
www.frenchteachers.org**



Le Recyclage du Grand Concours

There are so many ways to use the FLES National French Contest materials after the contest is over! AATF encourages teachers to invent games and exercises with the pictures, to use them as springboards for additional oral activities as well as for preparation for the next contest. Kristin Ruud created this successful game for her third and fourth graders, but it could be used effectively with more advanced students, too. Perhaps this will launch an exchange of a number of games from other teachers that we can share through the *National Bulletin*.

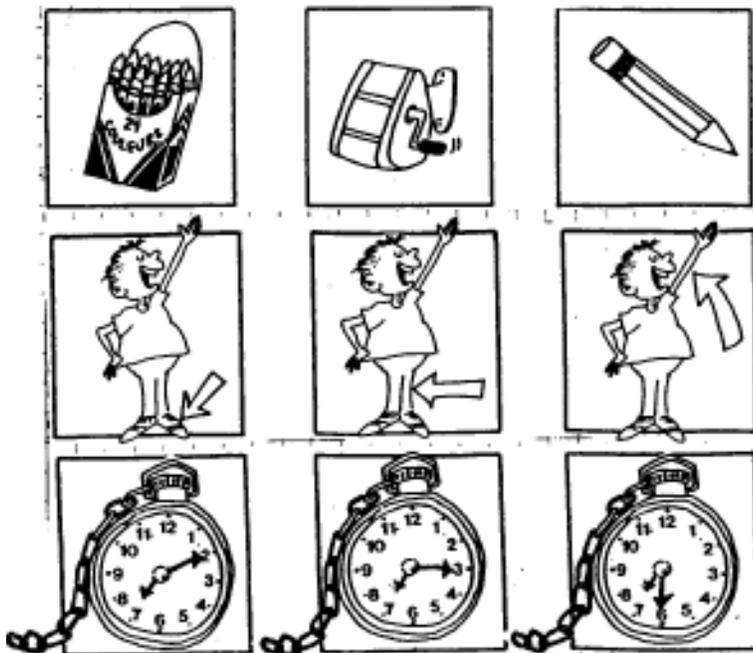
PREPARATION: Photocopy two identical listening picture pages and cut out the individual pictures.

GOAL: The object is to work on speaking skills, revisit vocabulary, recycle language, and encourage circumlocution to be understood with the limited tools young students have acquired.

GAME: The game is based on "Go Fish" and can be played with or without the fishing pile (*la pioche*). Groups of six or seven sit in a circle. Deal out all the cards (or limit number for a shorter game). Students spread cards out in front of them, but hide them from classmates with a folder or book. The goal is to collect as many pairs as possible.

The first student begins by asking the group, "*Qui a l'image du chien qui porte un chapeau?*" (Simplify for beginners with simple utterances). If more than one student raises a hand, the student must expand "*Le chapeau est noir*" in order to find the matching card. Encourage the students to describe their cards even if they don't have the exact vocabulary. That's what makes a strong language learner! Once the match is identified, the owner must give over the card. If no match is made after two or three descriptions (decide in advance) move on to next student. If limited cards are distributed and a match is not found, group may shout, "*à la pioche*" and student draws from the pile as in "Go Fish." The next student to the left then continues.

NO ENGLISH ALLOWED!



Kristin Ruud-Diaz
Formerly of Mounds Park Academy
St. Paul, Minnesota
Currently Trevor Day School
New York, New York

Surf the Web
Visit the AATF Web site at

[www.frenchteachers.org]

All the latest information on:

- National French Week
- Martinique Convention
- *French Review*
- National French Contest
- *Société honoraire de français*
- Other AATF Services

REPORT FROM JNCL-NCLIS

SURVEY ON FOREIGN LANGUAGE TEACHER SHORTAGES

In October 2001, JNCL-NCLIS mailed a survey to state supervisors of foreign languages in all 50 states plus Washington, DC. Thirty-one states have responded to the survey. Additional state supervisors have not notified us that they are in the process of completing the survey. Due to the fact that many states do not collect data on this information, the state survey evolved into a survey on how states are handling the teacher shortages. The information that states were able to provide on teacher shortages is included.

Foreign Language Enrollment Trends

Approximately 50% of the states responding said they are experiencing an increase in foreign language enrollments. The increase is spread among the elementary, middle, and secondary education levels. A few states reported decreases in foreign language enrollments, with most of the decreases occurring at the elementary and secondary levels. Reasons given for the increase in enrollments include:

- Increased awareness of second language learning;
- Needs of the workforce;
- Diversity of students from homes where foreign languages are spoken;
- More foreign language courses offered at the middle school level;
- Requirement for entrance to some universities/colleges;
- Requirement for high school graduation.

Reasons given for the decreases in enrollments:

- Focus on testing;
- Lack of certified teachers;
- Budget crunch;
- Competition with other elective course;
- Lack of conviction that foreign languages are important;
- Increase in math/science requirements.

The state supervisors were also asked about foreign language as part of a graduation requirement. Twenty-one states responded that a foreign language component is a requirement for graduation for an honors degree, college prep courses, or a standard high school degree. Five states responded that foreign languages are not required for graduation. Three other states responded that the decision is made at the local level.

Teacher Shortages

Sixteen states reported a general teacher shortage. When asked about foreign language teachers, 23 states responded that they are experiencing a shortage in this area. The shortage is affecting all levels of education, with the secondary level experiencing the largest shortage. The shortage is most apparent in rural areas, followed by urban and suburban areas, respectively.

The supervisors rated the degree of their shortage as either moderate or severe, the languages cited as needing teachers the most are Spanish, French, German, Latin, and Japanese.

The future of the teacher shortage looks bleak. Eighteen states predicted that their teacher shortage would increase in the future, whereas only one state expected it to remain the same. No one expects the situation to improve.

Foreign language supervisors were also asked what steps are being taken to recruit/retain foreign language teachers. The most popular responses are:

- Recruit from foreign countries;
- Signing bonuses;
- Student loan forgiveness and/or deferment;
- Stipends for teachers to obtain a different certification or retraining;
- Recruit from out of state;
- Emergency/alternative certification.

Approaches specific to a state or mentioned once include:

- Annual World Language Recruitment Day;
- NJ Hire.com (on-line teacher recruitment);
- Use of federal grants to defray cost of training teachers.

The last question concerned how the school systems are dealing with foreign language programs when facing a teacher shortage. Below are the most popular responses:

- Program elimination (the most frequently cited remedy);
- Emergency/Alternate certification;
- Hiring teachers without certification;
- Switching the programs to a language where the teacher shortage is not as severe;
- Distance learning;
- Using paraprofessionals instead of certified teachers;
- Reducing the number of classes offered;
- Combining different levels of the language.

Cynthia Wierzbicki, JNCL-NCLIS

AATF MEMBERSHIP DRIVE 2003

The AATF is again 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 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. If the current member can get three new members to join, his or her 2003 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 2003, 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://www.frenchteachers.org>], 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.

Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

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://www.frenchteachers.org>]. You'll probably find the answer there.

CLASSROOM ACTIVITY

USING THE MUSIC OF CAROLE FREDERICKS IN THE FRENCH CLASSROOM

Imagine having a local woman emigrate overseas 20 years ago to pursue a singing career and rise to the top of the hit parade in France and Europe. Imagine also that this African-American woman left the U.S. knowing only a few words in French and adopted France and Senegal, the people, and the language with gusto and perfection, as evidenced in her brilliant singing and popularity with the masses.

Imagine one more thing—this woman tirelessly supporting charity efforts wherever she went, particularly *les Restos du Cœur*, *les Enfoirés*, and Amnesty International, movements to provide services to the hungry, the homeless, and those in need.

That role model was Carole Fredericks, a sister of the great bluesman Taj Mahal, for whom she sang in her younger days. Carole, of the famed trio Fredericks Goldman Jones, died suddenly in 2001 at the age of 49 but has left a wealth of pedagogical possibilities for the teacher of French who wants a vibrant classroom where the French language is reflected through her pop rock, soul, and gospel music. She collaborated with many artists, including Céline Dion, Vanessa Paradis, and Mylène Farmer.

Her sister, Connie Fredericks-Malone, who on occasion accompanied her in her songs, and her other siblings are spearheading an effort to bring Carole's music and music videos to the U.S. Carole's albums have been available in Quebec [<http://www.archambault.ca>] and in France [<http://www.amazon.fr>], and one of Jean-Jacques Goldman's CDs, *Pluriel: Best of Goldman, 1990-1996* includes Carole's songs and is available at [<http://www.barnesandnoble.com>].

I started using her music by accident in 1996 while overseas with a group of teens. The students wore school jackets bearing the name "Springfield, MA," and wherever we went, locals and tourists would ask if we were "truly from that city." We assumed, incorrectly, that France and its visitors knew that our city was home to the Basketball Hall of Fame, thus explaining the interest.

Un, Deux Trois (where Carole mentions her roots in Springfield, MA) from the album *Fredericks, Goldman, Jones* was well-known, at the top of the charts, and almost impossible to purchase, according to FNAC representatives. Jean-Jacques Goldman had asked her to join with him and Michael Jones in the late 1980's, and from that moment her popularity overseas was assured. We did manage to buy the last cassette available in Paris, and that is when the pedagogical journey began.

The love of the trio for rock and roll and its idols, including Aretha Franklin and Jimi Hendrix, is the theme of the song, but its catchy tune and bilingual use of numbers from 1-12 make it an instant hit with students.

Working with this song in class requires some simple preparation, depending on the level of French and the age of the learner. FLES* teachers from New York State and Pennsylvania mentioned at the AATF Convention in Boston recently that they use it regularly when teaching numbers, because of its rhyme scheme, sound, and bilingual use of numbers.

I use it in all levels of high school French and vary the tasks accordingly. A review of certain vocabulary terms facilitates learning. Here's one activity sheet I use in class.

Révision du vocabulaire pour le CD *Fredericks, Goldman, Jones*

| | |
|-----------------|--|
| un gamin | un jeune |
| rendre folle | aimer beaucoup! |
| prendre perpète | être renouvelé |
| brader son âme | faire ce qu'on veut pour rester «individuel» |
| on les plaint | ne pas être d'accord avec |

Questions:

1. Quels sont les sentiments du trio FGJ au sujet du «rock and roll»? Expliquez.
2. On parle de quelles années probablement? Comment le savez-vous?
3. Est-ce qu'il y a un(e) artiste que vous et vos parents respectez tous les deux?
4. Si oui, c'est quel genre de musique et pourquoi l'admirez-vous?
5. Quel âge avait probablement Carole Fredericks, la première fois qu'elle avait chanté cette chanson en concert?
6. Si le «rock and roll» vous plaît, quels noms/références ajouteriez-vous à ceux de Hendrix et de Franklin? Pourquoi?
7. Quels sont les buts mentionnés de plusieurs musiciens?
8. Croyez-vous que le trio FGJ cherche ces mêmes buts? Pourquoi on pourquoi pas?
9. Quelle est votre idée du succès? Qu'est-ce qui compte pour vous?

“Un, Deux, Trois” (Fredericks, Goldman, Jones, 1990)¹

Ça m'a pris par surprise
Quand j'étais qu'un gamin
J'regardais tomber mes nuits
Et j'en attendais rien

Moi à Springfield, Massachusetts
La vie coulait comme de l'eau
Un matin j'ai pris perpète
En ouvrant la radio

Ça s'appelait rock and roll
Moi, ça m'a rendue folle
Moi j'y ai rien compris
Sauf que c'était ma vie
T'y comprends rien mais que ça sonne

| | |
|-------------------|---------------------------|
| Ça f'sait 1, 2, 3 | Pretty mama |
| 4,5,6 | I miss you |
| 7,8,9 | Cannot get enough |
| 10,11,12 | I ain't got the blues.... |

| | |
|---------------------|-------------------|
| One, two, three | Come on baby |
| Four, Five, Six | A kiss |
| Seven, eight, nine | You're on my mind |
| Ten, eleven, twelve | Tell me when... |

Il paraît qu'il y en aurait qui se damnent
Pour du pouvoir pour de l'or
Chacun sa façon de brader son âme
On les plaint pour ce qu'ils ignorent

Moi quand j'entends l'intro de "Hey Joe"
Oh j'le comprends mieux qu'aucun mot
Et rien ne me met dans le même état
Que la voix d'Aretha

Et c'était plus qu'une musique
Un langage, une communion
Une religion laïque
Notre façon de dire non

Des cheveux longs jusqu'au blouson
Mêmes idoles et mêmes temples
Nous allons tous même direction
Nulle part, oui mais ensemble

After having listened to and discussed the song, a simple exercise asking students to fill in missing words is an effective review of new vocabulary.

Ça m'a pris par surprise
Quand j'étais qu'un _____
J'regardais tomber mes nuits
Et j'en attendais _____

Moi à Springfield, Massachusetts
_____ coulait comme de l'eau
Un matin j'ai pris perpète
En _____ la radio

Ça s'appelait rock and roll
Moi, ça m'a rendue _____
Moi j'y ai rien compris
Sauf que c'était ma vie
T'y comprends rien mais que ça _____

| | |
|-----------------|---------------------------|
| Ça f'sait 1,2,3 | Pretty mama |
| 4,5,6 | I miss you |
| 7,8,9 | Cannot get enough |
| 10,11,12 | I ain't got the blues.... |

| | |
|---------------------|-------------------|
| One, two, three | Come on baby |
| Four, Five, Six | A kiss |
| Seven, eight, nine | You're on my mind |
| Ten, eleven, twelve | Tell me when... |

Il paraît qu'il y en aurait qui se damnent
Pour du _____ pour de _____
Chacun sa façon de brader son âme
On les _____ pour ce qu'ils ignorent

Moi quand j'entends l'intro de "Hey Joe"
Oh j'le comprends mieux qu'aucun mot
Et rien ne me met dans le même _____
Que la _____ d'Aretha

Et c'était plus qu'une musique
Un langage, une communion
Une religion laïque
Notre _____ de dire non

Des cheveux longs jusqu'au _____
Mêmes idoles et mêmes temples
Nous allons tous même direction
Nulle part, oui mais _____

Another favorite song, from the same album, (*Fredericks Goldman Jones*) discusses choices in life and what might have happened if a challenge arose in our lives anywhere in the world. The spotlighted references are to Germany, Northern Ireland, and South Africa. *Liedenstadt* is the allegorical name in German for *village de douleur*. The theme appeals to students who face choices daily about politics, righteousness, and humanity.

Pedagogically speaking, it's a powerful way to introduce and develop "si" clause sentences in an intermediate or advanced level class, but my students prefer the honest discussion devoted to difficult questions about "following the crowd" and having the ability to stand firm to opposing views on racism, xenophobia, and intolerance.

Activité pédagogique suggérée: Introduction, pré-lecture

1. Nommez cinq choix que vous avez déjà faits aujourd'hui, avant d'arriver en classe?
2. Quel choix était le plus difficile à faire? Et le plus facile?
3. Quand vous étiez élève à l'école élémentaire, aviez-vous à «choisir un camp»? Quand, exactement? Et vos réactions à ce choix?

Expansion

1. Lisez le texte de la chanson et indiquez les trois endroits géographiques mentionnés.

Avec un(e) partenaire, choisissez une des situations décrites, et faites des recherches sur Internet à présenter à la classe (date). Soyez certains de mentionner:

- a. une brève histoire de cette situation...où, depuis quand, photos des chefs, etc.
- b. le dénouement de cette situation ... résolu? toujours en dispute? actions projetées?
- c. mentionnez plusieurs autres coins du monde où les citoyens sont constamment menacés du danger

2. Présentez à la classe vos réactions à ces disputes.

Révision de grammaire

Complétez:

1. Si j'étais riche, je _____.
2. Si je suis content, je _____.
3. Si j'avais été vexé, je _____.
4. Je voyagerais en Irlande si _____.
5. Les enfants auraient été fiers si _____.
6. Si ma tante était née à Berlin, elle _____.
7. J'aurais grandi en Afrique du Sud si _____.
8. Les pommes sont meilleures que _____.
9. Le pire résultat de cette action est que _____.
10. Le pouvoir est _____. (trois adjectifs)

"Né en à Leidenstadt" (*Fredericks, Goldman, Jones, 1990*)¹

Et si j'étais né en 17 à Leidenstadt
Sur les ruines d'un champ de bataille
Aurais-je été meilleur ou pire que ces gens
Si j'avais été allemand?
Bercé d'humiliation, de haine et d'ignorance
Nourri de rêves de revanche
Aurais-je été de ces improbables consciences
Larmes au milieu d'un torrent

Si j'avais grandi dans les docklands de Belfast
Soldat d'une foi, d'une caste
Aurais-je eu la force envers et contre les miens
de trahir: tendre une main

Si j'étais née blanche et riche à Johannesburg
Entre le pouvoir et la peur
Aurais-je entendu ces cris portés par le vent
Rien ne sera comme avant

On saura jamais c'qu'on a vraiment dans nos ventres
Caché derrière nos apparences
L'âme d'un brave ou d'un complice ou d'un bourreau?
Ou le pire ou plus beau?
Serions-nous de ceux qui résistent ou bien les moutons d'un troupeau
S'il fallait plus que ces mots?

Et si j'étais né en 17 à Leidenstadt
Sur les ruines d'un champ de bataille
Aurais-je été meilleur ou pire que ces gens
Si j'avais été allemand?

Et qu'on nous épargne à toi et moi si possibles très longtemps
D'avoir à choisir un camp

Carole's first solo French CD, *Couleurs et Parfums*, appeared in 1999 and includes several songs written by Goldman for Carole. "Respire" is one of them.

"Respire" (*Couleurs et parfums*, 1999)¹

by Jean-Jacques Goldman, 1998, JRG Éditions musicales

À force de cette attraction qui nous y colle
À force de nos deux pieds cloués au sol
À force d'être sur terre interdits de vol
On manque tellement d'air, on le mesure en bol

À force de prier le ciel au seigneur
Pauvres pécheurs attendre un monde meilleur
À force de nos bas-fonds, de nos hauts le cœur
Comment reprendre un peu, un peu de hauteur

REFRAIN

Respire, respire, respire et prie
Inspire, expire, et de l'air et fuis, si tu restes, c'est pire

Respire, respire avant l'asphyxie
Antiseptie, quand tout pourrit,
Fais tes poumons se remplir
Respire

À force de trop de mots, de trop de laideur
À force de trop à vendre jusqu'à l'écoeure
À force de nos deux mains dans les moteurs
L'urgence est d'échapper à la pesanteur

À force d'ozone et d'oxyde de carbone
À force de pollution dans nos neurones
À force de tous ces gens qui s'époumonent
Quand plus rien ni personne quand tout t'emprisonne

REFRAIN

Respire, respire de la poésie
De l'harmonie, bois de l'infini, de l'air et des désirs
Respire, respire, prends de l'altitude
L'attitude dis tu.
Étudie et tue tes habitudes

REFRAIN



Front row and second from left: Connie Fredericks-Malone, sister of singer Carole Fredericks, visiting Nancy Gadbois' French class.

historical knowledge under the Connections goal, Standard 3.1. Jean Jacques Goldman's interviews about life and its challenges and choices are available on line [<http://www.parler-de-sa-vie.net/index2.html>] and [<http://www.parler-de-sa-vie.net/ecrits/interviews/1994xx03.txt>], and his viewpoint in the target language lends itself to addressing Standard 3.2 as the student acquires information from a French perspective.

Goal 5, Communities, can be achieved within the school setting. When students share what they have learned about French music and Carole Fredericks in other classes of French in and outside the classroom, the community of French learners benefits.

Carole Fredericks' official Web site [<http://carolefredericks.net>] is in French only and will be my next target of study. Note the international (but mostly Francophone) contributors to her *Livre d'or* who have been affected by her music and personality. As I write this, 168 on-line pages of notes have been sent to her family and friends.

The message in French from the family of Carole to readers is simple: "Tant qu'elle chante, elle vit!"

Nancy Gadbois
High School of Science & Technology
Springfield, MA

¹Permission to reprint the lyrics to the three songs presented here has been granted by JRG.

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 2004, a \$400 cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Martinique.

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 1, 2003**.

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 (see pages 19-20 where the 2002 recipients are recognized).

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 1, 2003**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2003. The recipients will be notified by April 15 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 led 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, exchange programs, and competitions, or
 - e. students' high performances in French on standardized tests.
2. professional growth and development which may include
 - a. participation in AATF chapter and national activities,
 - b. participation in foreign language conferences, workshops, and seminars,
 - c. pursuit of advanced degrees and education, or
 - d. grant-supported research, projects, workshops, or travel.
3. contributions to the profession such as
 - a. leadership and service in professional organizations including the AATF,
 - b. research or presentations at conferences or publications in professional media, or
 - c. 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 offi-

cially 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 [www.frenchteachers.org, from Chapter Presidents, and upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses in detail 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. They should come from colleagues or superiors who have firsthand professional knowledge of the candidate's classroom performance.
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 1, 2003**.

REMINDER

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 42 to notify the AATF or send and e-mail to [aprilcole@yahoo.com], AND send any address changes for *Le Français dans le monde* to [fdm@vuef.fr].

PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

French By the Numbers

AATF's newest promotional flyer. White on red flyer which 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 and particularly to the American economy.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

French is Not a "Foreign" Language

New promotional flyer. 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.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

Why Learn French

Attractive blue and green on white flyer presents French as a language for business, jobs, travel, and global communication.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

Speaking French: an investment in the future

Red, white and blue brochure explains why French is a world language! It explains why today's French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

Top Ten Reasons to Learn French (published by the French Cultural Services and the AATF)

A red, white, and blue brochure which lists 10 excellent reasons why students should learn French including increasing their advantage in the global job market and improving their critical and creative thinking skills.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

New! Why French FLES*? (developed by the AATF FLES* Commission)

This color flyer offers reasons and testimonials on the importance of beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools. 50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE.

Purchase orders accepted.

*Prices valid through 5/31/03

| <u>Quantity</u> | (all prices cover first class postage & handling) | <u>Cost</u> |
|-----------------|---|-------------|
| _____ | French By the Numbers @ \$0.10 each, 50 @ \$5.00 | _____ |
| _____ | French is Not a "Foreign" Language @ \$0.10 each, 50 @ \$5.00 | _____ |
| _____ | Why Learn French? @\$0.10 each, 50 @\$5.00 | _____ |
| _____ | Speaking French @\$0.10 each, 50 @\$5.00 | _____ |
| _____ | Top Ten Reasons to Learn French @\$0.10 each, 50 @\$5.00 | _____ |
| _____ | Why French FLES*? @\$0.10 each, 50 @\$5.00 | _____ |

TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

Application deadline: Tuesday, February 15, 2003

Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2003 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) books necessary for course work; and (d) access to the sports complex and to the library.

The scholarship recipient will be responsible for all transportation costs, meals, 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 7-25) include: *Communication orale*, *Communication écrite*, or *Atelier d'enseignement du français langue seconde*. The second session (July 28-August 15) includes: *Culture et société: Québec contemporain*. 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 French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2003. More information will be available in the January issue of the *National Bulletin* and on the AATF Web site at [<http://www.frenchteachers.org>] as it becomes available.

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships to the University of Mons for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2003. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of
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awardees.

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 2004 AATF conference in Atlanta.

Université du Québec à Chicoutimi

The *Université du Québec à Chicoutimi* is again offering one summer scholarship in 2003 to an AATF member to attend a 3- or 5-week program. The scholarship will be awarded 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 6-26 (3-week language program)
- July 6-26 (3-week program on theory and teaching methodology)
- July 6-Aug. 9 (5-week language program)

Université Laval

The *École des langues vivantes de l'Université Laval* is again offering a summer scholarship to an AATF member. The scholarship is offered as part of the «Stage de perfectionnement en enseignement du français, langue seconde ou étrangère» which will take place from July 7-25, 2003. The scholarship covers the following fees: (a) admission and registration; (b) lodging in a university residence hall; (c) access to language laboratories, computer labs, the library, and sports facilities; (d) a certain number of sociocultural activities which are part of the program. (Note: other sociocultural activities and excursions are offered at very reasonable rates.) The scholarship does not cover: (a) transportation costs; (b) meals; (c) health insurance.

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 2002-2003. Preference will be given to members who have been in good standing since January 1, 2000.

Current 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 (1998-2002) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2003-2004, 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 Atlanta, as indicated above.

Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2003. 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://www.frenchteachers.org/>], 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 recom-

mentations.

- 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, 2003**, to be considered for the scholarship. Incomplete applications will not be considered.

NEW PUBLICATION

The AATF Commission on French for Business and Economic Purposes announces the publication *Frost in France: An American Recycling Company Negotiates a Joint Venture in France*, a role-play simulation designed to teach cross-cultural negotiation strategies. Maureen Maguire Lewis (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 a U.S. Department of Education's International Research and Studies Program grant to the AATF. For more information on *Frost in France* contact the San Diego State University CIBER at [<http://www-rohan.sdsu.edu/dept/ciber/frost.html>].

AATF PLACEMENT BUREAU

The AATF offers a Placement Bureau which publishes 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://www.frenchteachers.org>]. We also offer a dossier service available to teachers at all levels who want a secure place to maintain their complete placement file and personalized service.

Job list subscription is \$15/year. Dossier service is an additional \$15 for 12 mailings (additional mailings: \$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].

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://www.frenchteachers.org>].

THE POLITICS OF ISSUES FACING THE PROFESSION¹

Example: To achieve a well-articulated language program —

You, the language teacher must:

- understand the politics and protocol of your community;
- design a sequence of study;
- convince parents this is a good idea;
- gain the support of the administration at the local level;
- gain the support of the local school board;
- gain the support of the district administrators;
- obtain financial backing from local/state/federal sources.

In order to achieve this you must work *with*

- other language teachers (professional associations);
- parent groups such as the PTA;
- school principals: elementary, middle school, high school, and IHE;
- school board members;
- district supervisor of foreign languages, other district officials;
- state supervisor of foreign languages;
- state and federal legislators;
- businesses in your area, other groups.

What kinds of advocacy activities will help sell the program?

- one-on-one meetings with teachers, parents, administrators, legislators;
- writing letters to the appropriate decision-makers;
- phone calls to the appropriate decision-makers;
- prepare written rationale for the program and distribute to decision-makers (one-page fact sheet);
- invite appropriate decision-makers to programs where kids demonstrate their proficiency;
- get media coverage: guest editorials, letters to the editor, invite reporters to the classroom, use professional sports teams to help gain interest;
- joint meetings with language association and business groups and others who can further the cause.

¹Prepared by the Joint National Committee for Languages / National Council for Languages and International Studies (JNCL/NCLIS), Web site: [<http://www.languagepolicy.org>]. The AATF is a founding member of JNCL-NCLIS.



**NATIONAL FRENCH WEEK
NOV. 5-11, 2003**

AATF NATIONAL COMMISSION ON PROFESSIONAL TEACHER STANDARDS

The AATF Commission on Professional Teacher Standards continued its work on several projects: National Professional Teaching Standards, immersion opportunities in the U.S. for teachers of French to promote maintenance of language skills, and analysis of the survey to explore how college professors promote the teaching of French as a career opportunity in college classes. Progress in each of these areas will be described in this report as well as a discussion of the meetings and decisions of the commission.

The Commission met in Denver in July 2001, at ACTFL in November 2001, and at the Central States 2002 Conference to share information. A report of the meeting and discussion at the 2002 AATF Boston Convention is included at the end.

National Professional Teaching Standards

Following the 2000-2001 pilot of world language teachers, certification for teachers of French and Spanish began its first year as part of National Board Certification. This was the first NBPTS certification opportunity open to experienced teachers of world languages other than English.

AATF teachers seeking board certification were put in touch with Martie Semmer [semmer@colorado.net] who operated a listserv through the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University for WLOE teachers preparing for National Board Certification. The teachers' task was to demonstrate the ability to meet NBPTS standards and document this ability in extensive portfolio development with examples from their own classroom instruction. They used reflections and video clips to show that they met the criteria in each standard. In addition to the listserv, we encouraged AATF members to seek out NBPTS preparation centers. Two AATF members were part of a cohort group at the University of Akron. There are several in each state. These centers (usually Colleges of Education) support teachers in their quest for National Board Certification through peer support groups and training by National Board Certified teachers. The success rate of these centers is usually higher (University of Akron 67%) than the national average of 52%. We highly recommend this type of mentorship for seekers of NBPTS certification. We will look for other ways to help and encourage more AATF members become successful in this quest.

We explored the possibility of establishing a Web site for members seeking National Board Certification but determined that maintaining the board was too

labor intensive, and we did not have the necessary personnel to do this.

The Commission intends to ask those individuals who successfully obtain their National Board Certification to share their expertise with other AATF candidates the following year. We will facilitate sessions at national, regional, and state meetings.

The 2001 National Board for Professional Teaching Standards outlines fourteen foreign language standards: (1) Knowledge of Students, (2) Fairness, (3) Knowledge of Language, (4) Knowledge of Culture, (5) Knowledge of Language Acquisition, (6) Multiple Paths to Learning, (7) Articulation of Curriculum and Instruction, (8) Learning Environment, (9) Instructional Resources, (10) Assessment, (11) Reflection as Professional Growth, (12) Schools, Families, and Communities, (13) Professional Community, and (14) Advocacy for Education in World Languages Other than English.

We have thus completed the time line for the AATF Commission on Professional Teaching Standards given in our previous report:

| | |
|---------------------------------------|------|
| 1998-2000 | Done |
| Phase One: Exploration and Alignment | |
| 2000-2001 | Done |
| Phase Two: Identify and Address Tasks | |
| 2001-2002 | Done |
| Phase Three: Establishing Support | |

We are still asking the question: What funding agencies are available to help in this effort?

In 2003-2004 we will continue to establish and provide support for professional development through (1) grant writing efforts such as Fulbright-Hayes Summer Programs Abroad (perhaps Senegal); (2) collaboration with Francophone countries (Canada) for additional AATF-sponsored immersion opportunities; (3) professional development opportunities. We will sponsor a workshop at the state level (OFLA 2003), regional level (CSC 2003), and the national level (AATF 2003) to review language acquisition theory (one of the knowledge areas for National Board Certification); (4) continue to work with listserv and other opportunities for National Board candidates.

We received over 3500 responses to the survey on promoting careers in French. Data from the first 3000 surveys have been entered. As soon as the data are entered from the last 500 or more, an analysis will be run, and the report will be sent to AATF headquarters. We expect that to be done soon.

At the convention in Boston a summary of the events over the past year was given,

and the National Board for Professional Teaching Standards were explained. There was a work session for participants to express ideas and concerns. Six of these participants joined the Commission: Louise Stowell Ruzika, secondary level, LA; Lynn Baudrand-Aertker, secondary level, LA; Robert Daigle, college level, ME; Audrey Gaquin college level, MD; Marguerite Terrill, college level, NH; and Leanne Wierenga, college level, OH.

The discussion focused on the need for opportunities for members who have not had recent methodology course work to be able to review such concepts as second language acquisition (SLA) and other aspects of language learning. This could be done through special seminars and *ateliers* at national AATF conventions. It would be in the interest of local and state chapters and other professional organizations to help teachers, especially those pursuing National Board Certification, to review these concepts. Members of this committee will submit a workshop proposal for the AATF meeting 2003.

"Real mentorship" was also suggested and discussed. Those members who seek National Board Certification and succeed would mentor other AATF members via e-mail, performing such tasks as reading and critiquing. The general consensus was that there should be remuneration for those fulfilling this role.

Commission members also felt that we should do more to promote National Board Certification at the state level and through teacher education units.

Another suggestion focused on cohort groups. AATF members planning to seek National Board Certification in the fall could be part of a special summer seminar in curriculum development or professional development in linguistic skills and take advantage of summer opportunities to get a head start on the process. One member suggested we look into collaborating in programs of this type with Canadian universities such as Laval University.

The committee will continue to pursue ways to help AATF succeed at obtaining National Board for Professional Teaching Standards. If you have ideas or concerns, please contact Susan Colville-Hall at [colvillehall@ukaron.edu].

Susan Colville-Hall
Chair

NEW AATF WEB SITE
www.frenchteachers.org

NEW! TWO AATF PROMOTIONAL ITEMS



A. Forward with FLES* Video

New 11-minute video encourages French FLES* programs with comments from experts, administrators, teachers, and parents. \$15.00 (member)/\$18.00 (non-member).

B. *Calendrier perpétuel*

Newly revised and expanded 104-page *calendrier* highlights significant events in French and Francophone history as well as birthdates of famous individuals from all walks of life in the Francophone world. Resource list of Web sites and bibliography, complete index of the individuals and events listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-members)

A. _____ x \$15 / B. _____ x \$15 = Total amount for these items _____

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 38. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *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*

_____ *Forward with FLES**

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

_____ *Calendrier perpétuel*

_____ *Travel Guide*

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

- promotional items (Select only one.)

_____ 25 *Le Français en Amérique du Nord* notepads

_____ 25 *On est les meilleurs!* buttons

_____ 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: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

AATF NATIONAL FLES* COMMISSION 2003 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2003 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: **CELEBREZ LES PAYS FRANCOPHONES: Celebrate Francophone Countries.** 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 teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **March 21, 2003.** See the AATF Web site [<http://www.frenchteachers.org>] or the

French Review for names. Please mail the posters flat, first class, and protected by cardboard.

7. Each Chapter President should send the posters postmarked by April 11, 2003 to Dee Dee Louman, West Stanly High School, 16686 NC Hwy. 24-27, Oakboro, NC 28129. Please mail the posters flat, 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 43 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.

MLA BOOK PRIZES FOR 2003

ANNUAL PRIZES WITH COMPETITIONS IN 2003

JAMES RUSSELL LOWELL PRIZE

Deadline: 1 March 2003

Definition: For an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

Eligibility: Books published in 2002; authors must be current members of the MLA. **Copies required:** Six.

MODERN LANGUAGE ASSOCIATION PRIZE FOR A FIRST BOOK

Deadline: 1 April 2003

Definition: Same as for James Russell Lowell Prize

Eligibility: Books must have been published in 2002 as the first book-length publication of a current member of the MLA. **Copies required:** Six.

MODERN LANGUAGE ASSOCIATION PRIZE FOR INDEPENDENT SCHOLARS

Deadline: 1 May 2003

Definition: For a scholarly book in the field of English or other modern languages and literatures.

Eligibility: Books published in 2002. Authors enrolled in a program leading to an academic degree or holding a tenured, tenure-accruing, or tenure-track position in postsecondary education at the time of publication are eligible. Authors or publishers must request an application form from the MLA. Authors need not be members of the MLA. **Copies required:** Six. Return completed application with copies.

ALDO AND JEANNE SCAGLIONE PRIZE FOR COMPARATIVE LITERARY STUDIES

Deadline: 1 May 2003

Definition: For an outstanding scholarly work in comparative literary studies involving at least two literatures.

Eligibility: Books published in 2002; authors must be current members of the MLA. **Copies required:** Four.

ALDO AND JEANNE SCAGLIONE PRIZE FOR FRENCH AND FRANCOPHONE STUDIES

Deadline: 1 May 2003

Definition: For an outstanding scholarly work in French or Francophone linguistic or literary studies.

Eligibility: Books published in 2002; authors must be current members of the MLA. **Copies required:** Four.

KENNETH W. MILDENBERGER PRIZE

Deadline: 1 May 2003

Definition: For a work in the field of teaching foreign languages and literatures.

Eligibility: Articles published in 2001 or 2002; authors need not be members of the MLA. **Copies required:** Four.

Note: The Kenneth Mildener Prize competition alternates between books, in even-numbered years, and articles published in refereed journals, in odd-numbered years.

BIENNIAL PRIZES WITH COMPETITIONS IN 2003

MORTON N. COHEN AWARD FOR A DISTINGUISHED EDITION OF LETTERS

Deadline: 1 May 2003

Definition: For an outstanding edition of letters. Editions may be in single or multiple volumes.

Eligibility: At least one volume must have been published in 2001 or 2002. Editors need not be members of the MLA. **Copies required:** Four.

ALDO AND JEANNE SCAGLIONE PRIZE FOR A TRANSLATION OF A SCHOLARLY STUDY OF LITERATURE

Deadline: 1 May 2003

Definition: For an outstanding translation into English of a book-length work of literary history, literary criticism, philology, or literary theory.

Eligibility: Books published in 2001 or 2002; authors need not be members of the MLA. **Copies required:** Four.

MODERN LANGUAGE ASSOCIATION BOOK PRIZE FOR A DISTINGUISHED SCHOLARLY EDITION

Deadline: 1 May 2003

Definition: For an outstanding scholarly edition. Editions may be in single or multiple volumes.

Eligibility: At least one volume must have been published in 2001 or 2002. Editors need not be members of the MLA. **Copies required:** Four.

LOIS ROTH AWARD FOR A TRANSLATION OF A WORK OF LITERATURE

Deadline: 1 May 2003

Definition: For an outstanding translation into English of a book-length literary work.

Eligibility: Translations published in 2002; translators need not be members of the MLA. **Copies required:** Six plus copies of pages from original text.

BIENNIAL PRIZES WITH COMPETITIONS IN 2004

Detailed announcements of these awards are available on request.

- **Aldo and Jeanne Scaglione Prize for a Translation of a Work of Literature** (For translations published in 2003 only)
- **Fenia and Yaakov Leviant Memo-**

rial Prize (For scholarly works published between 1999 and 2003)

- **Howard R. Marraro Prize** (For works published in 2003 and 2003)
- **Kenneth W. Mildener Prize** (For books published in 2002 or 2003)
- **Modern Language Association Prize for a Distinguished Bibliography** (For editions published in 2002 or 2003)

INFORMATION ON MLA PRIZES

An application form is required for submissions to the MLA Prize for Independent Scholars. To enter books into competition for other prizes, no special form or procedure is needed, but shipments of books should be preceded or accompanied by letters identifying the works and, where necessary, confirming the authors' membership in the MLA. Shipping labels should indicate the names of the prizes for which the books are competing. Each item in the main list indicates whether membership in the MLA is required. An author who is not a member of the MLA at the time of publication may become eligible to compete by joining the association before May 1 of the following year. *No book may compete for more than one MLA prize.*

For all MLA book prizes the cash award is \$1000. Prizes supported by the Aldo and Jeanne Scaglione funds carry an award of \$2000, except for the manuscript award. The award in competitions for the Leviant Memorial Prize and scholarly articles is \$500. For detailed information about specific prizes, call or write the MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5141; E-mail: [awards@mla.org].

Note: Unless otherwise noted, "literary studies" here encompasses works of literary history, literary criticism, philology, and literary theory, as well as works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.



CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future exists to support initiatives approved by the Executive Council which promote French studies across the U.S. For the past three years, the Fund for the Future has been used to support National French Week.

To this end the Executive Council voted in 2002 to establish the following new categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

GOLD LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

SILVER LEVEL BENEFACTOR:

Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

BRONZE LEVEL BENEFACTOR:

Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

In addition to these new categories, members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. A contribution made in 2002 is deductible on your 2002 income tax return. A list of contributors to the Fund for the Future 2002 appears on page 42.

**NATIONAL FRENCH WEEK
NOV. 5-11, 2003**

SMALL GRANT AND NATIONAL FRENCH WEEK GRANT RECIPIENTS FOR 2002

The following AATF Grants totaling \$11,200 were awarded in 2001. These include winners of regular AATF Small Grants as well as National French Week grant recipients (NFW Grants are indicated with an asterisk).

*Arizona AATF Chapter, \$500 to increase statewide participation in National French Week activities;

*Delaware AATF Chapter, \$500 for public relations efforts to maximize the impact of National French activities;

Hudson Valley AATF Chapter, \$500 to organize National French Week activities;

*Kansas AATF Chapter, \$250 for a Careers and French symposium during National French Week;

Kentucky AATF Chapter, \$300 to help establish a chapter outstanding teacher award;

Metropolitan New York Chapter, \$300 to help sponsor their annual Gala;

*Metropolitan New York AATF Chapter, \$500 to support a lecture series with Baruch College during National French Week;

Minnesota AATF Chapter, \$300 to help organize a cinema workshop;

New Jersey AATF Chapter, \$400 to help organize their first National French Contest *Distribution des prix*;

Virginia AATF Chapter, \$500 for a teacher workshop in conjunction with the Virginia Commonwealth University Film Festival;

Washington AATF Chapter, \$500 for a dramatization of Elie Weisel's *Night*;

*Western New York AATF Chapter, \$500 to increase the visibility of activities organized during National French Week;

Judy Beckes (IL), \$300 to organize a marionnette activity and show with performances during National French Week;

Michèle Bissière (NC), \$390 for participation of a student group in the Virginia Commonwealth University Film Festival;

*Carine Bourget (AZ), \$250 for *Francofolies* in Tuscon;

Marie-Magdeleine Chirol (CA), \$500 to organize a theater performance during National French Week;

*Melissa Dameron (AL), \$500 to organize interdisciplinary activities during National French Week;

*Margaret Schmidt Dess (WI), \$500 for National French Week events to celebrate *l'Afrique francophone*;

Samantha Godden-Chmielowicz (IL), \$200 to organize a *Concours de pétanque*;

Mary Luton (SC), \$350 to help organize a poster contest and fashion show during National French Week;

*Beth Phillips Marat (NJ), \$500 for a project-based thematic unit on Impressionist art in conjunction with Fine Arts students

to produce an art exhibit during National French Week;

*Patricia Olderr (IL), \$500 for a concert of Cajun music and related activities during National French Week;

Alan Wax (IL), \$500 to organize National French Week activities at the junior high school level;

*Dawn Young (NC), \$500 for project-based activities to take French out of the classroom for National French Week.

What's New in the French Review?

Vol. 76, No. 2 (December 2002)

- "Linking Form and Meaning: Processing Instruction" (Wong);
- "The PACE Model: A Story-Based Approach to Focus on Meaning and Form for Standards-Based Language Learning" (Adair-Hauck and Donato);
- "The PACE Model: Actualizing the National Standards through Story-Telling: 'Le Bras, la Jambe et le Ventre'" (Adair-Hauck and Donato);
- "Culture in Context: An Interdisciplinary Travel Study Course" (Berger and O'Neill);
- "In the Modernist Mirror: Jacques Tati and the Parisian Landscape" (Hilliker);

and articles on Gide, Zola, and Saint-John Perse;

and don't forget "La Vie des mots" and the many excellent reviews.

MEMBERS' NOTES

AATF member **Scott Grubbs** of Valdosta State University (GA), on behalf of the AATF, attended the Inauguration and Investiture Ceremony at Valdosta State for Dr. Ronald M. Zaccari as the seventh President of the University.

In a private ceremony at the *Alliance française de Chicago*, former AATF Vice-President **Jacqueline Donnelly** was promoted to the rank of *Officier dans l'Ordre des Palmes académiques* by French Consul général Dominique Decherf. In the same ceremony, AATF Executive Director **Jayne Abrate** was made a *Chevalier dans l'Ordre des Arts et des Lettres*.

PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

French Promotional Video: *Open Your World with French/Le français m'ouvre le monde*

AATF has produced a 10-min. video to encourage American students to study French. The video is fast-paced and entertaining. It can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15.00(member)/\$18.00 (non-member).

Promotional Video: *Forward With French*

The AATF has produced a 10-min. video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, and a businessman. Condensed from a video produced by the Western New York AATF Chapter, it shows why French is still the language to learn. \$15.00 (member)/\$18.00 (non-member).

Forward with French bumper stickers also available 2 for \$1.00/10 for \$4.00.

Promotional Video: *Forward with FLES**

This 11-min. video encourages French FLES* programs with comments from experts, administrators, and teachers. \$15.00 (member)/\$18.00 (non-member).

Tee-Shirt: *Le français m'ouvre le monde*

The front side of this navy blue tee-shirt reads: *Le français m'ouvre le monde* and shows a map of the world with areas where French is the official language highlighted in red. The back lists in French 46 areas where French is the official language under the heading *Ici on parle français*. \$18.00

AATF Travel Guide: 119-page volume addresses many areas of interest to teachers planning student trips abroad, including travel companies, programs, exchanges, prepackaged tours, how to start a trip from scratch, help for the independent student traveler, orientation, liability, and helpful tips and resources. \$12 (member)/\$15 (non-member)

Calendrier perpétuel: Newly revised and expanded 104-page volume highlights significant events in French and Francophone history as well as birthdates of famous individuals in the Francophone world. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-member)

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

*Prices valid through 5/31/03



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE.
 Purchase orders accepted. Special prices for quantities may be available. Please inquire.

| Quantity | Size | Cost |
|--|---------------------------------|-------|
| _____ Navy Tee-Shirt @ \$18 | L XL XXL (circle size required) | _____ |
| _____ Video @ \$15/\$18 | (add an additional \$1 for XXL) | _____ |
| _____ Open Your World / Forward with French / Forward with FLES* (please circle) | | _____ |
| _____ Travel Guide @ \$12/\$15 | | _____ |
| _____ Calendrier perpétuel @ \$15/\$18 | | _____ |
| _____ Bumper Stickers 2@\$1/10@\$4 | | _____ |

TOTAL ENCLOSED _____

Name _____

Telephone (day) _____

Address _____

MOTS CHASSÉS:

Exercices basés sur la «Vie des mots», *French Review*, Vol. 75, No. 6 (May 2002). Le corrigé se trouve à la page 12.

- I. Donnez des instructions à des sportifs en utilisant les deux groupes de mots suivants:
 1. suivre et sentiers balisés.
 2. boire et longue randonnée
 3. se munir et boussole
 4. faire et descente en kayak
 5. cueillir et pente
 6. prendre un bain et retenue d'eau
 7. vouloir et surveiller les enfants
 8. prévoir et manteau de pluie
 9. savoir et dévalkart dangereux
 10. s'asseoir et paroi rocheuse
- II. Répondez aux questions suivantes:
 1. Quelles peuvent être les activités choisies par des sportifs téméraires?
 2. Pourquoi le métier de convoyeur de fonds peut-il être dangereux?
 3. Pourquoi le recto d'un euro représente-t-il des fenêtres et des portails?
 4. Qu'est-ce qu'une carte au 1.50000 ième?
 5. Quel rôle un office du tourisme joue-t-il?
- III. Détectez dans chaque phrase un mot qui ne convient pas, puis remplacez-le par un autre plus approprié.
 1. Un «cheval bête» est un imbécile.
 2. Cet enfant passe ses vacances dans un centre aérien.
 3. Il a descendu cette rivière en V.T.T.
 4. Dane cette réserve de chasse nous avons pris des truites.
 5. Le recto des euros représente des ponts.
 6. Marianne est le symbole de la royauté.
 7. Il a emménagé à la cloche de bois.
 8. Une «trouilloteuse» est un néologisme qui sera permanent.
 9. Nous avons dégusté ce Bourgogne dans un grenier de dégustation.
 10. Sauter à cloche-pied c'est sauter sur deux pieds.
- IV. Voici deux mots (ou groupes de mots) que vous devez relier par une phrase.

| | |
|---------------------------------|--------------------------------|
| 1. une gamme d'activités / VVF | 6. clodo/bouteille |
| 2. escalade/débutants | 7. dévalkart/pente |
| 3. carte/parcours d'orientation | 8. halte garderie/enfants |
| 4. filigrane/euro | 9. baignade/loisire d'été |
| 5. coupures/pièces | 10. saut à l'élastique/peinard |
- V. Remplacez les mots soulignés par un mot de la langue familière.
 1. Ce clochard barbu vit sous les ponts.
 2. Il n'est pas très malin.
 3. Il y a quelque chose qui ne va pas dans ce qu'il m'a raconté.
 4. J'ai fait des bêtises et mon père m'a réprimandé fortement.
 5. Ma voisine qui n'avait plus d'argent est partie silencieusement sans payer son loyer.

Colette Dio, Nancy, France

AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order must accompany orders. Pictures of some items are available on the AATF Web site: [<http://www.frenchteachers.org>]. 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

NEW! *Video: Forward with FLES** (11 min.) encourages French FLES* programs with comments from experts, administrators, and teachers. \$15.00 (members)/\$18.00 (nonmembers)

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 (while supplies last).

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. (Currently out of stock)

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

1. Newly revised *Why French FLES*?*
2. *French by the Numbers* highlights with facts and figures the importance of French in the world.
3. *French is Not a "Foreign" Language* illustrates the close connections between English and French.
4. *Why Learn French?* Highlights business and career reasons to study French.
5. *Top 10 Reasons to Learn French*.
6. *Speaking French: an investment in the future*.
Bumper Stickers: *Forward with French*. 2 / \$1.00; 10 / \$4.00.

TEACHING VIDEOS

Reflets français, a 58-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (non-members).

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

75th Anniversary AATF pin. Each \$4.00.

OTHER MATERIALS

T-shirt: Le français m'ouvre le monde, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

T-shirt: Le Français change mais ne vieillit pas; white with blue lettering. Specify size (XL, XXL only). \$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, or Paris) \$6.00. Specify choice.

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.

NEW! *Un Calendrier perpétuel*. Newly revised and expanded 104-page *calendrier* highlights significant events in French and Francophone history as well as birthdates of famous individuals from all walks of life in the Francophone world. Resource list of Web sites and bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-members)

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. \$6.00 for the first copy; \$1.50 each additional copy.

~~*Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. (No longer available)~~

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).

AATF 75th Anniversary Tote Bag. White canvas with red/blue anniversary logo. \$8.00 (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 5/31/03.

NEW AATF WEB SITE
www.frenchteachers.org

COMMUNITY COLLEGE CONNECTION

Last year the Commission on Community Colleges conducted a survey to identify some popular introductory textbooks used by AATF Community College teachers and to determine the level of satisfaction with these books. After the publication of the survey results in the April 2002 issue of the *National Bulletin*, some readers suggested a follow-up survey on intermediate level textbooks and any associated materials. I am happy to respond to this request with the Intermediate Textbook Survey below.

If you teach in a Community College, please take a few minutes to complete the

survey and return it to me by mail, or just send me your numbered answers via e-mail. The survey will also be available on the Community College Commission page of the AATF Web site: [<http://www.frenchteachers.org>]. The results will be published in a later issue of the *National Bulletin*. Your responses matter! The more input I receive, the more accurate and informative the results will become. Thank you for your help!

Denise McCracken

St. Charles Community College (MO)

E-mail: [dmccracken@stchas.edu]

COMMUNITY COLLEGE COMMISSION INTERMEDIATE TEXTBOOK SURVEY

Your Name and Position: _____

Name and Location of Your College: _____

1. What textbook(s) are you currently using for your intermediate level course(s) (i.e., the main course or sequence of courses students take after completion of an introductory college textbook)?
2. Do you supplement the textbook(s) with other materials? Please specify.
3. If yes, which of these materials are the students required to purchase?
4. What is the main focus of your first intermediate course or sequence of courses (e.g., grammar review, conversation, writing, culture, reading, etc.)?
5. For how many semesters or quarters do you use the intermediate level material(s) you listed in your answers to questions 1 and 2?
6. How many credit hours is each of your intermediate semesters or quarters?
7. What specific features prompted you to adopt this text and/or other materials (e.g., price, number of chapters, specific student needs, departmental selection)?
8. Are you satisfied with these materials? Why or why not?
9. What features do you think characterize ideal intermediate level material(s) within the community college setting?
10. Are all French instructors at your institution required to use the same textbook and/or materials at this level?

Other comments:

FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-70 (1927-1996) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Language and Literature Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent 5 years. Readers can explore the rich tradition of the journals, including past reviews and analysis of the Cannes Film Festival and the Avignon Theater Festival, and twenty-five years of "La Vie des mots." For a list of institutions who participate in J-STOR, please visit [http://www.jstor.org/about/participants_na.html].

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals and to increase access to those journals as widely as possible. Information regarding J-STOR is available at [<http://www.jstor.org>].

SWISS KITS AVAILABLE

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

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

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

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$6.00 for the first copy, \$1.50 for each additional copy. Order one copy of the old and one of the new version for only \$7.50. If no indication is given, the new version will be sent. Contact National Headquarters for ordering information and for availability.

AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

Student's Name: _____ M or _____ F
(as it should appear on the certificate, please print or type clearly)

Nominating Teacher's Name: _____

Teacher's Address: _____

Teacher's Phone: _____ (H or W) Teacher's E-mail: _____

School Name: _____

School Address: _____

Principal's Name: _____

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her _____ year of French study (3 minimum).
2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No
3. He/she is a graduating senior. _____ Yes _____ No
4. He/she is a non-native speaker of French. _____ Yes _____ No
5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

_____ study abroad _____ Grand Concours _____ French Club _____ Officer
_____ National French Week Other _____

6. I am a current AATF member. _____ Yes _____ No

Teacher's Signature: _____

Awards will be mailed to the teacher at the school address.

- _____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to the principal, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)
- _____ Full Award Registration (\$35)
(includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; e-mail: rosalba@siu.edu. Purchase orders accepted.

Credit Card # (Visa or MC only) _____ Exp. _____

CALL FOR PRESENTATIONS 2003

76th Annual Meeting — American Association of Teachers of French

July 4-7, 2003, Martinique

Theme: “Instruire et plaire à Madinina: le français sous le vent”

- This completed application must be postmarked by **December 1, 2002**.
- You will be notified by February 1, 2002 if your proposal has been accepted.
- Presentations are to be given as lectures or talks, not simply read aloud. Audience interaction is strongly encouraged.
- Space will be limited and you are encouraged to organize a session with several presenters; have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs. Fill out the form completely.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form. Given the limited space on the program, preference will be given to proposals submitted by AATF members. Presenters must be AATF members to participate in the convention.
- Send *three* copies (Do not fax or e-mail) to **Dr. Jean-Pierre Piriou, Dept. of Romance Languages, University of Georgia, Athens, GA 30606**. Inquiries only: FAX: 706-542-3287; E-MAIL: [jppiriou@uga.edu]

PLEASE TYPE ALL INFORMATION.

Name: _____

Co-Presenter(s): _____

School Affiliation (to appear in program): _____

Addresses (indicate preferred mailing address):

____ Work: _____

____ Phone: _____ Fax: _____

____ E-mail: _____

____ Home: _____

____ Phone: _____ Fax: _____

____ E-mail: _____

Type of Presentation: _____ Presentation (30, 60 or 75 min. only)

____ Commission (Circle one: Open / Closed) _____ Other (Please specify.)

Title of Presentation: _____

Anticipated Audience:

____ FLES* _____ Middle School _____ High School _____ University _____ All

Length of Presentation: _____ 30 min. _____ 60 min. _____ 75 min.

Audio-visual needs:* _____ Overhead projector _____ Slide projector _____ Audio cassette player
____ VCR/Monitor Computers & video/LCD projectors will NOT be available.

*** Special note: Given the restrictions of the meeting spaces, it is unlikely that ANY audio-visual equipment will be available for most sessions. Please limit your requests to the absolute essentials. Preference will be given to proposals that can be done without equipment.**

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

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

Date: _____ Signature: _____

POUR UN APPRENTISSAGE PAR LE PLAISIR

Ce n'est que bien tardivement que l'on a pris conscience de la nécessité, dans le domaine de la transmission du savoir et des savoir-faire, toutes matières confondues, de créer chez l'apprenant un courant d'empathie avec ce qu'il apprend, et que celle-ci connote nécessairement la notion de plaisir actif.

Car, s'il est vrai que de nombreuses approches novatrices, à différentes époques, ont tenté de rapprocher les centres d'intérêt des élèves et les contenus des cours prodigués dans les classes, on ne peut pas dire que la notion, pourtant essentielle, de plaisir d'apprendre a été véritablement prise en compte.

D'abord, parce que les centres d'intérêt que nous venons d'évoquer, déterminés (et même souvent simplement présumés) par les enseignants, ne correspondaient qu'imparfaitement aux attentes des enseignés, dont l'homogénéité socio-culturelle n'était souvent qu'une fiction, elle-même fictivement traduite dans les méthodes et les contenus des cours.

Ensuite, parce que l'aspect fluctuant de ces centres d'intérêt nécessitait une remise en cause permanente du travail du maître, avec toutes les difficultés pratiques que pouvait faire naître cet état de fait, le fossé risquant—et ce fut très souvent le cas—de se creuser entre le professeur et ses élèves.

Enfin, parce que l'émergence, de plus en plus forte durant les deux dernières décennies, de l'interculturel dans les écoles, a rendu la tâche des enseignants de plus en plus complexe.

L'évolution de la forme et des contenus des manuels scolaires, durant la même période, a reflété cette problématique, sans lui apporter toutefois de réponse totalement convaincante.

Ce constat d'échec partiel doit cependant être considérablement relativisé dans le domaine de l'enseignement du français langue étrangère.

Car ce secteur particulier s'est ouvert le premier, et pour cause, à toutes les formes de l'interculturel, et il a régulièrement cherché à prendre en compte au mieux la motivation de son public, constitué pour l'essentiel, et c'est là une caractéristique importante, d'adultes volontaires.

Véritables laboratoires pédagogiques, les cours de Français Langue Étrangère (FLE), qui existent un peu partout dans le monde (autre caractéristique fondamentale), ont très rapidement fédéré leurs approches sous différentes bannières, généralement efficaces.

Quant aux méthodes d'apprentissage et à leurs satellites, elles ont bien souvent suivi de près l'expérimentation fertile qui

s'opérait dans les classes, et cerné leurs publics cibles avec une plus grande précision que dans d'autres secteurs, y compris le Français Langue Maternelle (il n'est que de voir les résultats comparés de ces deux disciplines pour s'en convaincre, et la demande insistante des professeurs de cette matière en termes de formation aux techniques du FLE).

Mais, si les méthodes publiées se sont parées de vertus incontestables, notamment du fait de leur grande flexibilité, il leur manquait encore une dimension importante, celle de l'appropriation, par l'apprenant lui-même, du plaisir qu'il doit éprouver dans son propre apprentissage.

Conçue et rédigée par une enseignante de terrain (Corinne Hoehn professe le français langue étrangère depuis 1976 dans l'Enseignement de Promotion sociale et de Formation continue de l'Université Libre de Bruxelles et de la Chambre de Commerce et d'Industrie de la même ville), la méthode *Temps de saison* (Éditions Didier Hatier) a constitué, dès sa parution en 1996, une avancée particulièrement originale dans ce sens.

Fondée sur une approche pragmatique de la langue tant à travers ses structures que son lexique, *Temps de saison* assied toute sa pédagogie sur des thèmes susceptibles de rencontrer l'adhésion immédiate de l'utilisateur (tant enseignant qu'enseigné), parce qu'intimement associés à son plaisir d'apprendre.

Plaisir esthétique, d'abord: Van Gogh, Dufy, Monet, Cézanne, Magritte, Picasso ou Klimt, entre autres, unissent leurs œuvres à celles de Mozart, de Handel, de Chopin, de Zamfir ou de la *New Age Music* pour constituer le substrat de la méthode, sur lequel sera bâti l'apprentissage de la conjugaison à travers ses différents temps, d'ordinaire si difficiles à retenir.

Plaisir thématique, ensuite, mariant la plage, la mer, l'eau ruisselante, la neige, la montagne, les souvenirs, les projets, au fil des saisons de l'année et de l'existence, dans des harmonies précieuses qui conjuguent temps grammaticaux et temps de vivre, et expliquent le titre de la méthode.

Plaisir de l'efficacité, également, puisque toute la manœuvre conduit à une autonomie rapide de l'apprenant, qui pourra à tout instant puiser dans le cursus et dans les dialogues, et c'était une véritable gageure, un très grand nombre de phrases utilisables dans la vie de tous les jours, avec la possibilité de se corriger seul, puisque certaines cassettes audio, autre originalité, contiennent un intéressant mémento de prononciation française.

Plaisir pédagogique, enfin, parce que la méthode, qui applique, en termes évocateurs, assemblés en phrases courtes et poétiques, son empreinte sur la motivation inconsciente de l'apprenant (n'est-il pas reconnu, en psychologie expérimentale, que l'activité associée au plaisir, parce qu'elle implique l'inconscient de manière positive, ancre bien mieux les connaissances?), est redoutablement efficace.

Car les preuves sont là: on a vu de vrais débutants (en particulier des étudiantes, celles-ci semblant souvent plus promptes que leurs condisciples masculins à s'approprier des thèmes artistiques et à les prolonger dans l'imaginaire et dans le quotidien), en deux ou trois ans à peine, se muer avec passion en vrais locuteurs francophones, et en redemander, encore et encore.

Une série complète et originale qui, comme l'écrit le guide Michelin s'agissant de sites remarquables, «vaut incontestablement le détour!» pour donner des idées nouvelles aux professeurs de FLE.

Alain Braun

Président honoraire de la FIFP

Université de Mons-Hainaut, Belgique

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SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. 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. 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. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events.

Information is available from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347, E-mail: [htk0718@louisiana.edu] or from the AATF Web site at [http://www.frenchteachers.org].

COLOR NOTECARDS



We have taken six winning posters from the 1999 AATF FLES* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme *Le Français: Clé du monde francophone*. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00.



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UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future during the 2002 membership year. Created in 1992 to support projects of immediate importance, the Fund accepts contributions of all amounts. The following individuals contributed during the period September 15, 2001 to September 15, 2002.

There have been no new contributions at the **BENEFACTOR** (\$1000 or more) level.

SPONSOR (\$500-\$999): There have been no contributors at this level.

PATRONS (\$100-\$499): Jayne Abrate (IL), Patricia Cummins (VA), Helen Cummings (MA), Edward Mott (MI), Mary Jo Netherton (KY), Janet Smith (TX), Jean-Paul & Rebecca Valette (MA), Mel and Cynthia Yoken (MA)

SUSTAINING MEMBERS (\$50-\$99): Gladys Lipton (MD), Anne Slack (NY)

We have also welcomed a number of smaller contributions between \$10 and \$49 from the following individuals: Esther Aligbe (GA), Anita Alkhas (WI), Amy Allen (NJ), Sue Allen (WI), Kirstine Aurbakken (NJ), Arlette Baker (NY), Agnes Beaudry (IN), Johnnie Bell (GA), Richard Biermann (CA), Anne Bonemery (MA), Roy Caldwell (NY), Stephanie Cash (NJ), Susan Cliett (MS), Carrol Coates (NY), Graziella Coren (NY), Joanna Crane (AL), Page Curry (KY), Marie-Christine Daneels (NY), Myrna Delson-Karan (NY), Muriel Dominguez (VA), Sylvia Dworski (MD), Marilene Edrei (NJ), Eigke Eigelbiger (TX), Lars Erickson (RI), Nancy Fisher (PA), Edith Flourie (CA), Philippe Foucher (NY), Nancy Gabel (PA), Françoise Gebhart (NY), Marie-Rose Gerdisch (IL), Robert Greene (NY), Tatiana Greene (NY), Marilyn Gregorson (TX), Stirling Haig (NC), Lilease Hall (SC), Renee Hamilton-Clark (Qatar), Amy Hansberger (IL), Joan Harrington (OH), Sue Hendrickson (AZ), Lee Hilliker (FL), Marie-Laure Hollander (NJ), Patricia Hunt (WA), Hannelore Jaraus (NC), Carolynn Johnson (MN), Isabelle Kaplan (VT), Susan Kaplan (NY), Gisèle Kapuscinski (CA), Elizabeth Keat (NJ), Marie-Pierre Koban (WA), Ann Kolito (MI), Anne Kollisch (NY), Odile Kory (NY), Robert Lafayette (LA), Yvette Latortue (NY), Susan Ledieu (PA), Eveline Leisner (CA), Ginette Levin (NY), Pamela Lezotte (NE), Dawn Liska (TX), Thomas Luce (VT), Margaret Malloy (NY), Joseph Marthan (NJ), James McNab (NC), Jean Nicholas (MI), Sharon Oliveira (MA), Ok-Sook Park (South Korea), James Patty (TN), John Rassias (VT), Gervais Reed (WI), Mary Reis (MD), Harold Rogers (Japan), Hilda Romel (NJ), Anne Rusmisse (VA), Harriet Saxon (NJ), Kelly Spotak (IL), Maryann Stagen (NJ),

Charles Stivale (MI), Ann Sunderland (MO), Claire Van Brunt (CA), Liliane Vassberg (TX), Rosalie Vermette (IN), Nevart Wanger (NY), Maureen Wesolowski (CA), Donald Wladaver (NY), Anthony Zane (NY)

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollar counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2003.

INTERNATIONAL EDUCATION WEEK

The Secretaries of State and Education have designated November 18-22, 2002 as International Education Week (IEW). IEW provides an opportunity to promote and celebrate the benefits of international education and exchange worldwide.

This year, programs will emphasize the importance of increasing student knowledge and awareness of the world's cultures, peoples, and languages.

For more information on events during IEW and how to get involved, please visit the IEW 2002 Web site at [<http://exchanges.state.gov/iew/>]. You will also find a copy of the statements made by Secretary of State Colin Powell and Secretary of Education Rod Paige on international education.

MOVED? 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 have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [aprilcole@yahoo.com].

NEWS FROM THE QUEBEC DELEGATION

AATF Honorary Member Michel Robitaille has returned to the U.S. in the position of *Délégué général* of the Quebec Government House in New York City. Until recently, he was Director General of Multilateral Relations at the *Ministère des relations internationales du Québec*. We welcome him to his new post in the U.S. where he replaces Diane Wilhemy who has assumed the post of Deputy Minister of International Relations.

Maurice Boisvert has been named President of the *Office de la protection du consommateur*, effective September 23, 2002. Since October 2000, Mr. Boisvert has been Quebec's representative in Chicago. Mr. Boisvert has a wide and varied experience within the Québec senior civil service.

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 58-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 38 for more information.

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CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS

Le français, le défi de la diversité

XI^e Congrès mondial de la FIPF

77^e Congrès de l'AATF

Atlanta, du 19-23 juillet 2004

Déclinaison thématique

1. Diversité politique

- Le dialogue des cultures pour en incarner le respect
- Le français pour dire les cultures francophones
- L'exception culturelle
- La promotion du plurilinguisme
- La prise en compte des langues nationales
- Les alliances entre langues
- La mondialisation et l'altermondialisation
- La présence dans les médias de diffusion (Cinéma, télévision, radio, bande dessinée, internet, musique et chanson, théâtre, supports écrits (journaux, livres, revues...))

Table ronde 1: Le rôle des associations dans la politique linguistique

Table ronde 2: Langue française, culture et mondialisation

2. Diversité didactique

- Les méthodes d'enseignement/apprentissage du français
- Les lieux d'apprentissage existants et potentiels (dans l'école, hors l'école, publics, privés, associatifs...)
- La prise en compte de l'âge et du niveau d'apprentissage, des besoins spécifiques, des demandes et de la langue d'origine des apprenants
- La pédagogie des cultures francophones
- La pédagogie de la littérature
- L'utilisation des divers médias de diffusion en classe de français

Table ronde: L'exploitation de la diversité didactique pour enrichir la personnalité des apprenants

Table ronde: Les différents points de vue nationaux dans une perspective internationale

3. Diversité des usages

- Les parlers francophones, leur standard
- Les registres langagiers
- Les statuts du français (FLM, FLS, FLE, langue des migrants...)
- Le français des langues de spécialité (économie, diplomatie, informatique, tourisme, droit, affaires...)
- L'impact des langues et cultures environnantes (créolisation, régionalisme, barbarisme, langues des banlieues...)
- La littérature en français (littérature de l'exil, postcoloniale, les genres littéraires et leur devenir, la littérature contemporaine, la littérature en français à travers le monde, la diffusion des littératures francophones, la traduction des littératures francophones...)

Table ronde: Enseigner la littérature? Comment? Pourquoi? Laquelle?

Table ronde: Favoriser la diversité du français ou au contraire veiller à son unité pour assurer la promotion de la langue

IDENTIFYING PERSONS IN DECISION-MAKING POSITIONS¹

Who are the Elected Officials?

State and National Legislators
City/County Council Members
Members of the Board of Education

Who are the Appointed Officials?

State Board of Education
State Department of Education
Superintendent and Associates
Curriculum Specialists
Principals

Who are the Community Leaders?

PTA and parents of students
Chamber of Commerce
Church groups
Business Coalitions and Organizations
Other Special Interest Groups

¹Prepared by the Joint National Committee for Languages / National Council for Languages and International Studies (JNCL/NCLIS), Web site: [http://www.languagepolicy.org]. The AATF is a founding member of JNCL-NCLIS.

CALL FOR PAPERS

11th Annual Northern Plains Conference on Early British Literature. 4-5 April 2003. Minot State University, Minot, ND. Papers are invited on any topic concerning pre-1750 British Literature. This year, we will also feature special sessions on Comparative Literature (Continental and non-European Medieval and Early Modern Literature), modern perspectives on these literatures, and Colonial Literature, as tied to Britain. Graduate students are welcome. Proposal deadline **7 March 2003**. Contact: Michelle M. Sauer, NPC Host, Department of English, Minot State University, 500 University Avenue West, Minot, ND 58707; Phone: (701) 858-3895; Fax (701) 858-3894; E-mail: [sauer@misu.nodak.edu].

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Top Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.

_____ 100 copies of each flyer @ \$40 (a savings of \$10)

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TALKING POINTS ON THE CRUCIAL NEEDS FOR FOREIGN LANGUAGE AND INTERNATIONAL STUDIES¹

Protect National Security Interests

Of the more than 500,000 American troops deployed to the Persian Gulf, the Department of Defense was able to identify just 45 U.S. military personnel with any Iraqi language background, and only five of these were trained in intelligence operations.

— “Foreign Language Economic Enhancement Act”

“The success of our officers overseas depends to a large extent on intangible psychological and human factors, on feelings of trust and confidence, and on personal rapport. Speaking the other person’s language plays a critical role in this chemistry.”

— Adm. Bobby R. Inman, Deputy Director of the CIA

Enhance American Economic Competitiveness

Languages give kids an edge in the job market. You can’t do business around the world without understanding the client.

— *Better Homes and Gardens*

Language and area studies education creates jobs in America and reduces the U.S. trade deficit by providing the training and expertise that enables U.S. busi-

nesses to penetrate emerging international markets.

— HEA Title VI and Fulbright-Hays 102(b)(6)

It is estimated that between 50 and 60 per cent of U.S. corporations that do business abroad do not provide any preparation for expatriates. Consequently, the rate of failure (those who are sent home before their tour is up) is high among U.S. expatriates, ranging from 20% to 50%. That costs approximately \$150,000 to \$200,000 per expatriate failure—more than \$2 billion per year.

— *Training and Development Journal*

More job opportunities exist globally than domestically, and hence there are more opportunities for persons with international education, experience, skills, and mind sets.

— *International Society for Business Education Newsletter*

Enhance Cognitive Growth

Individuals who learn a foreign language gain certain linguistic, cognitive, social, and psychological advantages, including an increase in expressive capacity and an enhancement of their awareness of the subtleties of language.

— Sense of Congress Resolution

Students who study foreign languages score better on SATs than students without those skills. Experts think that’s because these students learned more grammar and vocabulary in language classes.

— *Better Homes and Gardens*

Improve Global Communications

The Internet currently has nearly 30 million users, over half of whom are outside of the U.S.

— David Maxwell, NFLC

Now that trade agreements like GATT and NAFTA are in place, discriminatory trade practices are being eliminated with the result that the principal obstacle to the export of American service around the world is simply the ability of the professional practitioners to communicate with ordinary people in different cultures.

— Brecht and Walton, NFLC

¹Prepared by the Joint National Committee for Languages / National Council for Languages and International Studies (JNCL/NCLIS), Web site: [<http://www.languagepolicy.org>]. The AATF is a founding member of JNCL-NCLIS.

Surf the Web

Visit the AATF Web site at [<http://www.frenchteachers.org>]

All the latest information on:

- National French Week
- Martinique Convention
- *French Review*
- National French Contest
- *Société honoraire de français*
- Other AATF Services



SCOLT/FLAG Joint Conference 2003



The Southern Conference on Language Teaching and the Foreign Language Association of Georgia invite you to participate in the 2003 Joint Conference in Atlanta.

Date: February 27-March 1, 2003

Location: Sheraton Atlanta at Colony Square

Conference Theme: *Models for Excellence in Second Language Education*

Experience models for success...Performance Guidelines for K-12 Learners, Standard-based Curriculum / Lesson Planning, Technology Assisted Learning, Task-based Learning, Content-based Lessons and Activities, Community-based Learning Opportunities, Using and Honing Language Skills via Abroad Study Programs, Lessons Designed with Multiple Intelligence Opportunities, Successful Teacher Mentoring Program, Foreign Language Teacher Education Programs for the 21st Century, FLAP Grant Programs, etc.

Thursday, 2/27/03.....Workshop Sessions, Exhibitors Sneak Preview, Special Sessions

Friday, 2/28/03.....Concurrent Sessions, Exhibits, SCOLT Awards Luncheon, Special Sessions, Atlanta sights

Saturday, 3/1/03.....Affiliate Breakfast Sessions Concurrent Sessions, Exhibits, FLAG Luncheon, Atlanta sites

CALENDRIER PERPÉTUEL

On what day...

- was Victor Hugo born?
- did the 1976 Olympic Games in Montreal open?
- did Léopold Sédar Senghor die?
- was the Statue of Liberty inaugurated?
- did Haiti declare its independence?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher’s Guide are included. Newly revised and expanded. See page 38 for more information.

Answers: 26 février 1802; 17 juillet 1976; 20 décembre 2001; 28 octobre 1886; 1^{er} janvier 1804.

CALENDAR OF EVENTS

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.aila2002.org].

MODERN LANGUAGE ASSOCIATION, December 27-30, 2002, New York, NY. 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].

ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, February 7-8, 2003, Huntsville, AL. Information: Catherine Danielou, Executive Director, Telephone: (205) 934-0910; Fax: (205) 934-1944; E-mail: [danielou@uab.edu]; Web: [http://www.aab.edu/aafit].

LOUISIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION, February 14-15, 2003. Information: Meg Marshall, 7693 Copperfield Court, Baton Rouge, LA 70808; Telephone: (985) 549-2152; Fax: (985) 549-3088; E-mail: [mmarshall@selu.edu]; Web: [http://www.ulm.edu/languages/LFLTAm.html].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) and FOREIGN LANGUAGE ASSOCIATION OF GEORGIA (FLAG), February 27-March 1, 2003, Atlanta, GA. Information: Lynne McClendon, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 6-8, 2003, Minneapolis, MN. Information: CSC, Patrick Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [cscftl@aol.com]; Web: [http://www.centralstates.cc].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT): March 13-16, 2003, Denver, CO. 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].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS: March 22-25, 2003,

Arlington, VA. 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, March 25-29, 2003, Baltimore, MD. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conv@tesol.com].

SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS ASSOCIATION, March 28-29, 2003, Columbia, SC. Information: Carolyn Hansen, SCFLTA, Executive Director, DLLC-Spanish Program, University of South Carolina, Columbia, SC 29208; Telephone: (803) 777-4171; E-mail: [hansen-carolyn@sc.edu]; Web: [http://www.cces.org/scflta].

ARKANSAS FOREIGN LANGUAGE TEACHERS ASSOCIATION, April 3-4, 2003, Little Rock, AR. Information: Web: [http://www.rogers.k12.ar.us/users/sbayles/aflta.html].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 10-13, 2003, Washington, DC. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; Fax: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [http://www.dickinson.edu/~nectfl].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 21-25, 2003, Chicago, IL. Information: AERA, 1230 17th Street NW, Washington, DC 20036-3078; Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [http://www.aera.net].

FOURTH INTERNATIONAL SYMPOSIUM ON BILINGUALISM, April 30-May 3, 2003, Tempe, AZ. Information: 4th International Symposium on Bilingualism, Arizona State University, P.O. Box 870211, Tempe, AZ 85287-0211; Telephone: (480) 727-6877; Fax: (480) 727-6875; E-mail: [jsb4@asu.edu]; Web: [http://www.isb4.asu.edu].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 4-7, 2003, La Pointe du Bout, Martinique. 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://www.frenchteachers.org].

THIRD INTERNATIONAL CONFERENCE ON THIRD LANGUAGE ACQUISITION

AND TRILINGUALISM, September 4-6, 2003, Tralee, Ireland. Information: Muirir O'Laoire, Department of Languages and Communication, School of Business and Social Studies, Institute of Technology, Tralee, Ireland; E-mail: [molaoire@tinet.ie]; Web: [http://www.spz.tu-darmstadt.de/projekt_L3].

AMERICAN TRANSLATORS ASSOCIATION, November 5-8, 2003, Phoenix, AZ. Information: ATA, Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [http://www.atanet.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 20-23, 2003, Philadelphia, PA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [http://www.actfl.org].

WORLD CONGRESS OF FRENCH TEACHERS: JOINT MEETING OF THE FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 19-23, 2004, Atlanta, GA. 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://www.2004Atlanta.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société Honoraire de Français* now has information up on the AATF Web site at [http://www.frenchteachers.org]. 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 new 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: [htk0718@louisiana.edu].

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

REMINDER: IMPORTANT DEADLINES AND DATES

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|------------------|---|
| Dec. 1, 2002 | Deadline for submission of proposals for the 2003 AATF Convention in Martinique (see page 41) |
| Feb. 15, 2003 | Deadline for application for AATF Summer Scholarships (see page 29) |
| Mar. 1, 2003 | Deadline for application for AATF Small Grant Awards (see September issue) Deadline for nominations for MLA James Russell Lowell Prize (see page 34) |
| Mar. 21, 2003 | Deadline for submissions to the FLES* Poster Contest (see page 33) |
| Apr. 1, 2003 | Deadline for nominations for MLA Prize for a First Book (see page 34) |
| May 1, 2003 | Deadline for nominations for other MLA books prizes (see page 34) |
| July 4-7, 2003 | 76 th AATF Annual Convention in Martinique (see page 9) |
| July 19-23, 2004 | <i>Congrès mondial des professeurs de français (AATF et FIPF) à Atlanta</i> (see pages 13, 45) |

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AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

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

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

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30.00 Instructor's Book, \$42.50 Complete Student Packet. Includes postage and handling. Contact SDSU CIBER Press [<http://www-rohan.sdsu.edu/dept/ciber/frost.html>].

AATF COMMISSION ON CULTURAL COMPETENCE

France at the Dawn of the Twenty-First Century: Trends and Transformations, edited by Marie-Christine Koop, assisted by Rosalie Vermette, 2000, 300 pp., \$33.95 ISBN 1-883479-29-0. Contact Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725.

Prices are subject to change without notice.



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