



FROM THE PRESIDENT



Margot M. Steinhart, President

Building a Collegial Network

As spring becomes more evident, this is the moment to take stock of the tools and resources we need to turn over that new leaf. In this case, we are not talking about house cleaning and beautifying our surroundings; rather, let us reflect on what professional aspects we can renew and which ones we want to change. It is the hint of dissatisfaction or even ennui that provides the impetus to try something new or to seek ways to re-invigorate what we are doing.

Teaching students, no matter the age or proficiency level, is like being on a roller coaster. There are days that put us as teachers at the crest and others that make us feel as though we have hit bottom, times we leave our schools and institutions with a bounce in our step, and other days, when the bags we carry home seem laden with more than papers to correct and books to study. In addition to our own personal challenges, we are subject to the vicissitudes of life experienced by our students and our colleagues. While la condition humaine may not change, there are perhaps other ways to respond to the ups and downs of our professional life.

Attending an AATF chapter meeting, I was recently impressed by the initiative taken by one of the attendees. She stood up and asked that attendees who taught at the middle-school/junior high level put their name and contact coordinates on a sheet that she was circulating. She wanted to provide a venue of exchange for herself and for other colleagues who work with a similar age cohort. Not only did she feel a need for

this communication, she didn't wait for someone else or some structural entity to assume that task. She also provided a reminder that teachers need to work together and can be even more satisfied with their professional life if they do extend their collegiality beyond their own building or district.

After we have gone to a professional meeting or a state, regional, or national conference, we are infused with a level of energy and enthusiasm that buoys us for several days or even weeks. What we really want is to find a way to perpetuate and sustain that feeling of "I can do this, too." Let me make a suggestion: build a collegial network. This may start at a session or conference where you meet others who are open to future dialogue or collaboration. With e-mail contacts so readily available, time does not have to be spent in travel or coordinating schedules. This is important even in schools and institutions with more than one French teacher, for connecting with colleagues who have classrooms or offices in the same building has its own set of constraints. In addition, one does not need to limit collegiality to one's own geographic region. We can be inspired, challenged, and motivated by ideas, projects, and programs that are similar as well as dissimilar. The observation that one cannot duplicate exactly what is successful in a single location is undoubtedly correct, but it is precisely the adaptation or the selection of project components developed by another colleague with a different student population that makes the effort interesting and eventually one's own.

If our image of ourselves is one portrayed by the Energizer bunny, whose batteries just don't seem to run down, then, we have to find ways to make these connections for ourselves, to be truly branché. As we start or continue to make these collegial contacts, we need to remind ourselves that the opportunities to learn, to create, and to share have endless possibilities, just like the Internet. One unique occasion happens this July in Atlanta: the AATF national conference. The annual convention provides an efficient and effective way to meet the leaders of our French-teaching profession, to attend sessions that make

us want to try something new, and to learn about resources for us as professionals and for our students. Many ideas spring from our informal encounters with colleagues over lunch or during and after sessions and at special events during the conference.

This year's conference will have a truly international flavor, thanks to our joint meeting with the Fédération internationale des professeurs de français. The possibilities to learn about French in a worldwide context and to interact with colleagues who share with us our enthusiasm for the French language and for the cultures of the French-speaking world are just the spark that could make next school year even more stimulating for you, your students, and your colleagues. Where else could you expect to have within close proximity the Francophone world represented by such diversity and in such numbers as at this conference? Are you ready to get on board?

Margot M. Steinhart

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## AATF VICE-PRESIDENTIAL NOMINATIONS

The AATF Executive Council is seeking candidates to fill a position of Vice-President for a term of three years beginning on January 1, 2005 and ending on December 31, 2007. Individuals, Chapter Officers as well as current members of the Executive Council are all welcome to nominate persons for this position. Individuals are also welcome to nominate themselves.

Prospective candidates are requested to limit their CV to a maximum of five pages double-spaced. The CV should focus on the following areas:

1. Name, address (home and institution), telephone (home and work), fax, e-mail;
2. Degrees obtained and current position and length of time in this position as well as the total number of years in foreign language teaching. In addition, a short list or statement of the candidate's expertise or relative interests that the candidate would bring to the Executive Council;
3. AATF activities at local, state, regional and/or national levels, as appropriate;
4. Other foreign language-related activities at local, state, regional and/or national levels as appropriate;
5. Awards, honors or grants relating to foreign language.

If additional information is needed during the nomination process, applicants will be contacted.

A slate of two nominees and an alternate will be presented to the Executive Council of the AATF at its annual meeting in Atlanta.

Prospective candidates are asked to submit their documentation to the Chair of the Nominating Committee, Jane Black Goepper, 2324 Park Avenue, #34, Cincinnati, OH 45206 or [jbg@fuse.net] by no later than **April 30, 2004**.

## TOUR DU MONDE DE LA FRANCOPHONIE TEACHER CONTEST

Be one of two teachers to accompany the twelve winners of the Tour du Monde de la Francophonie contest on their trip around the world. This contest is open to all AATF members. Preference will be given to candidates with secondary school teaching experience, experience accompanying groups of students abroad, and experience traveling in a non-European country. Consult the AATF Web site at [www.frenchteachers.org] for an application form and specific requirements and evaluation criteria which include a written statement and letter of recommendation.

## 50 AATF MEMBERS RECEIVE NATIONAL BOARD CERTIFICATION

This year, the second year National Board Certification has been offered in world languages, a number of AATF members received certification in World Languages. The results were announced in November, and we are pleased to congratulate the following AATF members. Please note that the name highlighted in bold was inadvertently eliminated from the January issue.

Sally Adkinson Nathan (VA)  
Lynn Aertker (LA)  
Mitzi Bayne (GA)  
Janice Biby (CA)  
Elizabeth Bunting (IN)  
Richard Chivers (SC)  
Beverly Chivers (SC)  
Rebecca Christenberry (FL)  
Terri Coke (KY)  
Jacquelynn Collins (WI)  
Linda Cotsford (SC)  
Melissa Lynn David (MN)  
Daniel Desmond (MD)  
Margaret Dolan (WV)  
Richard Dubois (NC)  
Marjorie Duus (NY)  
Julie Frost (IL)  
William Gautreaux (LA)  
Anita Greenwood (LA)  
Jacob Henry (NC)  
Gail Hetler (CA)  
Patricia Hodge (UT)  
Sandrina Isebaert (LA)  
Anne Jensen (CA)  
Teri Knight (WI)

Andea La Combe (DE)  
Christine Lindberg (CA)  
Sylvie Little (NC)  
Phyllis Loiacono (GA)  
Sheila Mansier (FL)  
Gloria Marie Martineau (SC)  
Judith McDermott (FL)  
Judy McFarlin Fritz (GA)  
Harvey Morrow (NC)  
Lisa Myhre (WI)  
Nicole Naditz (CA)  
Paul Newhouse (MD)  
Kathleen Rhodes (NC)  
**Helene Robinson (SC)**  
Laura Rogers (NC)  
Georgette Schmidt (NY)  
Paula Shewmake (WI)  
Bernadette Takano (OK)  
Lisa Tamiso (NY)  
Micki Taylor (OK)  
Manuelita Tietz (AL)  
Barbara Ward Knowles (NC)  
Kim Nadine Young (NC)  
Becky Youngman (FL)  
Carol Zimmerman (NC)

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**AATF NATIONAL BULLETIN**

April 2004

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

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

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Pour ce dernier numéro du *National Bulletin* avant la fin de l'année scolaire et en préparation au congrès mondial d'Atlanta, je voudrais vous faire part de plusieurs événements d'importance nationale.

Tout d'abord, nous félicitons Sid Teitelbaum et toute l'équipe du Grand Concours qui ont réalisé encore une année record avec plus de 96.000 participants, le plus grand nombre jamais. Après une période difficile où la francophobie s'est manifestée dans beaucoup de milieux, nous avons été rassurés de voir cette augmentation. Avec un peu de chance on dépassera les 100.000 inscrits en 2005.

Nous vous encourageons à venir nombreux au congrès d'Atlanta du 19 au 23 juillet. Étant donné l'envergure internationale de ce congrès, nous ne pouvons pas reproduire le programme intégral dans ce *Bulletin*, mais vous trouverez à la pages 11-12 le programme d'invités tel qu'il existe à l'heure actuelle ainsi qu'une liste des ateliers et des communications (pages 17-19) qui vous donnera une idée de la diversité de ce programme qui célèbrent la diversité.

Il y a presque 100 pays représentés au programme et nous espérons que les membres de l'AATF viendront nombreux pour accueillir ces professeurs de français venus du monde entier. Quoique les problèmes rencontrés par les enseignants de français langue maternelle, langue seconde ou langue étrangère puissent varier selon les circonstances, les langues environnantes ou la politique linguistique du pays, il existe des similarités méthodologiques, programmatiques et promotionnelles à partager entre collègues.

En plus du programme professionnel, nous planifions cinq soirées culturelles, à commencer par une soirée de musique américaine francophone et à terminer par une soirée rock 'n roll. Le concert d'ouverture sera donné par le grand chanteur cadien Zachary Richard. Les trois autres soirées culturelles seront consacrées à l'Afrique, à la France et au Québec. Pour fêter la fin du congrès, on organisera une soirée avec DJ où l'on écouterait toutes les grandes classiques du rock, du jazz et du blues américains.

Nous rappelons aux professeurs de lycée de proposer un élève ou une élève pour le 2004 AATF *Outstanding High School Senior in French Award*. En 2003, l'année où nous avons créé ce prix, il y a eu 200 lauréats de 40 états. Nous espérons augmenter le nombre de lauréats en 2004. Il n'y a pas de date limite pour la proposition

de candidats, mais il faut prévoir un délai d'au moins deux semaines pour la préparation des dossiers.

À l'occasion de la Semaine internationale de la Francophonie, j'ai participé le 16 mars à une émission du programme «Rideau rouge», diffusée en direct sur TV5 et intitulée «Le Coût de la langue». On m'a demandé de représenter les membres de l'AATF et les professeurs de français aux États-Unis et de parler de l'enseignement du français en Amérique ainsi que les efforts promotionnels menés par l'AATF et les instances gouvernementales françaises et francophones. Parmi les autres invités figuraient Pierre-André Wiltzer, Ministre délégué à la Francophonie, Youssouf Ouedraogo, Ministre des Affaires étrangères burkinabé, Érik Orsenna, membre de l'Académie française, Claude Hagège, linguiste et professeur au Collège de France, Denis Tillinac, écrivain, Galina Dragan, Directrice de l'École française à St. Petersburg en Russie, et Abel Eyinga, universitaire camerounais. Cette invitation était une grande occasion de donner de la visibilité internationale à l'AATF.

Si vous n'avez pas encore renouvelé votre adhésion à l'AATF pour 2004, nous vous demandons de bien vouloir le faire le plus rapidement possible. Nous invitons aussi tous les membres de l'AATF à faire part de nos activités et services aux collègues qui ne sont pas encore membres et de convaincre à au moins un collègue d'adhérer à l'AATF avant la fin de l'année scolaire. À cette époque où l'enseignement du français peut être menacé non seulement par la francophobie, mais par les crises budgétaires tant au niveau secondaire qu'au niveau universitaire, par le manque général de considération pour l'étude des langues ou par un manque de professeurs, la solidarité professionnelle est plus importante que jamais. À partir de statistiques obtenues du Département d'éducation américain, nous estimons qu'il y a environ 30.000 personnes dans l'enseignement du français à tous les niveaux. À peine 10.000 sont actuellement membres de l'AATF. Si nous pouvions faire adhérer à l'AATF même une partie de ces professeurs, nous pourrions réaliser encore de projets de promotion du français et accroître les services offerts à nos membres. Donc je vous encourage vivement à parler du travail de l'AATF à vos collègues et de les convaincre à devenir membres.

Jayne Abrate  
Secrétaire générale  
[abrate@siu.edu]

## NATIONAL FRENCH WEEK GRANTS FOR 2004

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2004 which will again take place November 5-11. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

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

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2004**. The original application materials and two copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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## AATF MEDALS

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

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

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

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

\_\_\_\_\_ Les Armes de Paris @\$18

Total enclosed: \_\_\_\_\_

Check the Materials Center (page 00) for other promotional items.

# HIGHLIGHTS OF THE CONGRÈS MONDIAL IN ATLANTA, JULY 19-23, 2004

## Convention Registration

The convention registration form is available on the convention web site at [www.2004atlanta.org]. The registration fee for the five-day convention, including all the events and activities listed below (except as noted where additional registration is required) is \$175. This is a great bargain for the chance to hear speakers and performers of international renown, and it includes the opening reception and closing dance as well as four evenings of Francophone music and performances. After June 15, 2004, the cost increases to \$225. If you cannot obtain the convention registration form from the Web site, please contact us for a hard copy at [rosalba@siu.edu]

## Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 20 for requirements and page 22 for registration information. You must register for the convention itself using the Convention Registration Form on the web at [www.2004atlanta.org].

## Hotel

The convention hotel is the Hilton Hotel, located at 255 Courtland Street NE, Atlanta, GA 30303. We have negotiated a rate of \$115 + tax for single/double rooms, \$125 + tax for triple, or \$135 + tax for quad rooms. See the convention web site to make your reservation. Reservations must be made by **June 28, 2004** to receive the convention group rate.

## Roommate List

We will again provide a roommate list for those wishing to find someone with whom to share a room. However, since this service will only be offered to AATF members, you must use the form on page 22 to sign up and include it with your convention registration form (which can be found on the web site). We provide the names and contact information for other AATF members requesting the roommate list, and individuals can contact others on the list directly.

## Getting There

### Airline

We do not have specific arrangements with any airline. However, we do invite you to contact Valerie Wilson Travel, our official convention travel agency. They will be happy to help members make their flight arrangements. Please contact Lisa Kader at 1-800-776-1116, x3225 or 914-701-3225 or e-mail [lisak@vwti.com]. Remember to leave your travel requirements and your e-mail address when calling.

## Ground transportation

Transportation from Hartsfield International Airport to the Hilton Hotel is available via subway, shuttle service, or taxi. For those arriving on Sunday, July 18 and departing on Saturday, July 24, a free shuttle bus will be provided by the convention.

## Other activities

### Opening Ceremonies Monday, July 19

(10:30 a.m.-12:00 p.m.)

The convention begins with an opening plenary session where speakers will include Abdou Diouf, *ancien Président du Sénégal et Secrétaire général de la Francophonie*, and His Excellency Jean-David Levitte, French Ambassador to the U.S.

### Opening Plenary Speakers Monday, July 19 (4:00-7:00 p.m.)

The afternoon plenary session will feature *conférences* by invited speakers, including Hélène Carrère-d'Encausse, *Secrétaire perpétuelle à l'Académie Française* and author Andréï Makine,

### Exhibit Opening Monday, July 19 (4:00-7:00 p.m.)

Our exhibit hall featuring over 70 exhibitors will open with a wine and cheese reception. Celebrate the opening of the convention, and see what our exhibitors and sponsors have to offer. Also located in the exhibit hall will be a snack bar, a *café concert* and a press corner where attendees have their picture taken and receive a press release in English or in French.

### Concert by Zachary Richard Monday, July 19 (8:00-10:00 p.m.)

Help us welcome our international guests to Atlanta by celebrating American Francophone music with a concert by renowned *chanteur cadien* Zachary Richard. His commitment to the preservation of the French language and the Cadien heritage in Louisiana as well as his musical genius make him the perfect artist to open the *congrès mondial*.

### Theme Days Tuesday, July 20-Thursday, July 22

Each day will highlight one of the main sub-themes of the convention: *Diversité des politiques linguistiques, Diversité didactique et pédagogique et Diversité des usages*. Each day will begin with a plenary speaker who presents the theme, followed by semi-plenary speakers further delineating each theme. Each afternoon begins with several concurrent round table discussions on different aspects of the theme. Break-out sessions fill the rest of the day. Each evening will feature a performance from a different Francophone region. The program will be posted on the web site in late spring.

### AATF Delegate Assembly Tuesday, July 20 (5:00-6:30 p.m.)

The AATF Delegate Assembly will meet early in the convention. Since many different activities must be coordinated for both the AATF and the FIPF, time and space must be used to their best advantage. We encourage all chapters to send at least one delegate to the meeting.

### AATF Awards Luncheon Thursday, July 22 (12:00-2:00 p.m.)

Join us to celebrate a successful convention at the AATF Awards Luncheon and as we honor the achievements of our members during 2004. Menu: mixed green salad, broiled mahi-mahi, jasmine rice with egg and scallions, fresh vegetables, fresh fruit tart with mango coulis (\$45 per person; spouses and guests are welcome; pre-registration required; see page 22).

### Closing Celebration Friday, July 23 (8:00-11:00 p.m.)

Join us for a *Soirée rock 'n roll* as we celebrate a successful convention, bid farewell to our foreign guests, and enjoy a social evening and dance featuring classic American rock, jazz, and blues.

### Excursions Saturday, July 24

A number of day-long and two-day excursions are planned to allow attendees to experience the sights of the city of Atlanta and the state of Georgia. Attendees can choose to visit CNN Headquarters, Coca Cola, the High Museum, the Martin Luther King Center, Stone Mountain or participate in overnight excursions to Savannah or Charleston. For more information, consult the web site at [www.2004atlanta.org]. Valerie Wilson Travel will also help members plan post-convention trips to Disneyworld, Washington, DC or New Orleans.

### Volunteers

We thank all those who have volunteered to help with the convention. The Organizing Committee will be in touch as plans develop further and needs become clearer. The Committee thanks you for your offer to help and your patience.

### Program

The *Comité thématique* has received more than 800 proposals from more than 80 countries. See pages 11-12 and 17-19 for the preliminary program and a list of selected sessions.

**BE SURE TO VISIT THE  
AATF WEB SITE**

**www.frenchteachers.org**

## NATIONAL SECURITY AND LANGUAGES DIALOGUE CONTINUES

The national dialogue regarding languages and homeland security continues to be active and serious. However, with the exception of changes within federal agencies, there also continues to be a great deal more emotion than substance. Many federal policymakers seem unable or unwilling to make a connection between languages, national security, and education. A greater concern is that a few who do make the connection define national security so narrowly that they actually hurt the cause of languages in general. Nevertheless, there has been a great deal of activity in the last few months.

At the end of last year, the Senate passed S. 589, the Homeland Security Federal Workforce Act. The bill would create fellowships for graduate students to enter federal service, a national security service corps, and a pilot program for student loan repayment in exchange for federal service in eight agencies. Foreign languages is one of the disciplines for eligibility. S. 589 has been referred to the House of Representatives.

Also last year, the House passed H.R. 3077, the International Studies in Higher Education Act, which reauthorizes Title VI of the Higher Education Act dealing with languages and international education. This bill renews and fine tunes current programs and calls for a national study of foreign language heritage communities. On a negative note, however, in seeking accountability H.R. 3077 created an International Higher Education Advisory Board that is more supervisory than advisory. The board even has the power to intervene in curricular matters. The Senate, where there is considerable opposition to the creation of any advisory board, will address reauthorization of the Higher Education Act within the next few months.

Representative Rush Holt (D-NJ) and 47 bipartisan co-sponsors introduced H.R. 3676, the National Security Language Act. This significant bill focuses exclusively on foreign languages and creates six programs: early foreign language instruction; science and technology advanced foreign language education; a federal foreign language marketing campaign; a study of heritage language communities; the international flagship language initiative; and loan forgiveness to language students at institutions of higher education. The bill has been jointly referred to committee.

In January, Congress finally passed an omnibus spending bill for the current fiscal year. Of the 44 federal programs that have

even a minor impact on languages and international studies, most experienced small decreases. For example, International Education and Foreign Language Studies (Higher Education), Star Schools, Gifted and Talented, Cooperative Education and Exchanges were reduced. The Foreign Language Assistance Program (FLAP) was increased from \$16.1 million to \$16.5 million. NEH and the State Department's Educational and Cultural Exchange Programs experienced increases of \$9.3 million and \$75 million respectively.

In February, the Bush Administration sent its FY2005 budget request to Congress. Most of the programs of interest to the language profession were level-funded. A number of smaller programs such as Gifted and Talented and Star Schools were again eliminated. Foreign Languages in Higher Education (Title VI) was level-funded at last year's level of \$103.6 million. Despite foreign languages and international education being a Department of Education priority, the Foreign Language Assistance Program (FLAP) was targeted for elimination once again.

The National Security Education Program (NSEP) was funded for another year at \$8 million and has a great deal of Congressional support. However, the Congressional Intelligence Committees continue to try to restrict the federal service requirement for fellowships to the intelligence agencies and the Department of Defense.

The FY 2004 Budget contained a provision to establish a commission to consider a new Abraham Lincoln Study Abroad Fellowship Program, which will provide more opportunities for students in higher education to study in developing nations. This program is the brainchild of the late Senator Paul Simon who envisioned fellowships of up to \$7,000 for 500,000 students.

Last year's Intelligence Authorization Act directed the National Security Education Program (NSEP) to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corp comprised of individuals with advanced proficiency in foreign languages of national need. The report has been completed and submitted to Congress.

For additional information and details on any of these policies and programs, please visit the JNCL-NCLIS Web site at [\[www.languagepolicy.org\]](http://www.languagepolicy.org).

J. David Edwards

Executive Director, JNCL-NCLIS

## REGIONAL REPORTS

### REGION VII: WEST CENTRAL

A great variety of activities and events marked the fall and winter calendars of AATF chapters in Region VII. Dedicated officers, active members and exciting programs are the norm among chapters in this region. Participation in National French Week and the *Grand Concours* as well as locally organized events and contests enrich teachers and their students throughout the West Central region. The many accomplishments of AATF members in this region attest to their talents and abilities as they strive to motivate students and provide them with rich and unique experiences.

Submitted by Ann Sunderland  
Region VII Representative

### REGION VIII: SOUTHWEST

Recent reports submitted by Region VIII Chapter Presidents reveal that our membership has been retaining and refining certain popular, successful activities. *La Semaine du Français* continues to offer the opportunity to publicize French culture, spotlight students' creative strengths as demonstrated in poster making, cooking classes, musical performances, poetry recitations, *pétanque/boules* matches, photographic and painting exhibits, etc., and build awareness (and hopefully enrollments) of French in the schools.

Another activity which continues to find favor is the interaction among schools in friendly competition and appreciation as developed in festivals, business and career symposia, as well as film offerings. Many of these activities are eagerly awaited and planned from year to year. Another significant area of development has been the building of professional links through shared interests very often finding expression in a cultural basis. Particularly gratifying are the increasingly close relationships being forged between faculty of the secondary and university levels. Once faculties and administrative personnel recognized that articulation and shared knowledge of current issues was important, this relationship grew and flourished. This change is clearly reflected in the types of programs offered for the edification of teachers as well as exchanging ideas relating to methodology, assessment, and very specifically, in the sharing of responsibility in the working of local chapters.

Submitted by Helen Lorenz  
Region VIII Representative

**NATIONAL FRENCH WEEK  
NOV. 5-11, 2004**

# CHAPTER NEWS

## Central Texas

Michael Hydak, Chapter President, writes that their spring meeting was held in Castroville. He is elated to note that due to the extraordinary efforts of *Grand Concours* Administrator Jennifer Shaf, the contest enrollment exceeded all previous records. Part of her strategy to increase registration was based on her talks of encouragement at the Texas Foreign Language Association meeting and a presentation she gave to Austin teachers. In her view, the *Grand Concours* is a wonderful tool to build enrollments and to challenge those students who continue their studies.

Submitted by Helen Lorenz  
Region VIII Representative

## Chicago/Northern Illinois Chapter

President Jane Castle is proud to report recent achievements of this vital, dedicated and talented chapter. Not long after congratulating National French Contest Director Ted Haldeman on his award of a trip to Martinique for directing the chapter with the largest student enrollment, the chapter is proud to announce three other awards. Executive Council member Barbara Hoerr won first prize for teachers participating in National French Week activities. She was awarded a stay of seven days for two at the FIAP Jean Monnet in Paris. On January 16 in New York City, Marie-Simone Pavlovich, who directs the chapter's annual *Grande Dictée*, won first prize in the *Trophées de la langue française*, a *dictée* given by Bernard Pivot. Other competitions were also held in Alexandria and Beyrouth. Marie-Simone won a trip to Paris to participate in the final competition on March 15. Vice-president Eileen Walvoord also won the local *dictée* competition last spring and represented the Chicago chapter in Quebec where she also won at her level.

Eileen and her program committee continue to organize outstanding programs. In February, the chapter was treated to a series of workshops entitled "Beyond the Basics: Activities to Enhance the French Program." The May 1 program will focus on holidays and celebrations as the chapter recognizes outstanding achievements of members and celebrates the chapter's long history. In February chapter members and their students had the chance to participate in the annual *Grande Dictée* at Northwestern University under the leadership of Marie-Simone Pavlovich. The chapter's annual National French Contest award ceremony will take place on May 22 at Dominican University. We look forward to a visit from Region VII Representative Ann Sunderland. Work is continuing on co-hosting the an-

nual Summer Immersion Institute. This highly successful event has drawn teachers from neighboring states and has received much praise from participants. The chapter newsletter *Francofeuilles*, hard copy and on-line versions, continues to inform members of events. Thanks to volunteer efforts of member Wendy Stiglic of Homewood-Flossmoor High School, a chapter Web site is now on-line. Many members attend and present at national conventions as well as at ICTFL conferences. Chapter members are also eager to attend and participate in the ACTFL Conference in Chicago on November 18-21, 2004.

Submitted by Ann Sunderland  
Region VII Representative

## Downstate Illinois

In September the chapter hosted an *atelier d'immersion* at Southern Illinois University in Edwardsville. The workshop focused on Lewis and Clark and the Louisiana Purchase. Activities included the sharing of information regarding Lewis and Clark commemorative activities in the region and distribution and discussion of articles relating to Louisiana history. Resources for teaching Louisiana history and literature were provided to attendees. The workshop also included a round table discussion about challenges and successes in increasing enrollment in French courses. The workshop concluded with a segment of the video program *A French City Speaks*, dealing with education in France. During fall 2003, the Chapter also participated, along with other French organizations in the St. Louis area, in sponsoring *Molière amoureux* presented by André Nerman at Webster University. Activities organized for 2004 began with a luncheon in Belleville, IL where discussion among participants facilitated networking and information sharing among teachers in the downstate region.

## East Texas

Chapter President Ken Rivers takes us back to April 2003 to their annual banquet at which the LeRoy Ellis Scholarship was presented to Jacquay Collins of Beaumont. The speaker for that gathering was Dr. Rolande Leguillon of St. Thomas University who gave a historical talk on the *fleur de lys*.

Evidently the Chapter is really into blending *haute cuisine* with fascinating talks! Six *soirées* were organized along these lines. Among the speakers were Bruno Laustic who discussed international business opportunities available to students of French. Noted wine connoisseur, Miguel Saureil of

France, discoursed on his favorite libations. An amusing evening was provided by Dr. Celia Varick who regaled the group with tales of the Avignon Popes. And finally, Justine Dimbo brought an interesting presentation on her country, the Ivory Coast.

The group journeyed to Houston to attend the exhibition, "Paris in the Age of Impressionism; Masterworks from the *Musée d'Orsay*." Prior to the visit at the Houston Museum of Fine Arts, the group was invited to a cheese tasting at the home of Dr. Mary Santana.

While winter may symbolize a dead season, that certainly was not the case for this dynamic chapter. On the agenda for February, Dr. Anne Gwin of Baylor University talked about the French medieval troubadours and their lyric works. In March there was a lecture by Gloria Sakombi of the Congo. Also, during March and April 2004, the Fifth French Film Fest was held on the Lamar University campus. There were five Wednesday sessions.

Dr. Rivers points out that all members of any AATF chapter or prospective members are enthusiastically invited to attend any of these events.

Submitted by Helen Lorenz  
Region VIII Representative

## Greater Kansas City, Missouri

In August, a French Advocacy Summit was held on the campus of Missouri Western State College in Saint Joseph. Organized by Professor Susie Hennessy with the participation of Ann Sunderland and Guylaine Thévenot, the three-hour meeting covered such topics as promoting French within a school district, using resources strategically, and how to support and strengthen French programs. Susie and Ann are planning to organize a repeat summit in Kansas City. In November, Regional Representative Ann Sunderland held a meeting for all Missouri AATF members at the Foreign Language Association of Missouri (FLAM) conference. Entitled "Let's Promote and Preserve our French Programs," it was attended by over 25 teachers who enjoyed a lively and inspiring discussion.

The Kansas City Chapter has not had any organized activities recently due to the departure of President Katie Madigan for Senegal. Professor Madigan of Rockhurst University received a Fulbright grant to teach for an academic year at the *École normale supérieure de Dakar* where all Senegalese teachers are trained. Chapter members are anxiously awaiting her return, not only to hear about her experiences, but to once again enjoy the interesting and stimulating activities that she organized for chapter

members and interested teachers.

Submitted by Ann Sunderland  
Region VII Representative

### Greater Saint Louis, Missouri

In September, the chapter presented an *atelier "en direct de la Martinique."* Several members repeated their presentations from the Martinique convention for the benefit and enjoyment of local teachers who were unable to attend the summer *congrès*. Karen R. Bettis of Parkway South High School gave a presentation entitled "Ceci est un Magritte," in which she explored the works of René Magritte and discussed his favorite themes as well as the use of language in his artistic works. A second presentation was entitled "A Real-life Survivor: The Story of Madame Chouteau." Presented by Anna Amelung of University City High School, Chapter President Anne Gray-Le Coz, and Cheryl Reed of Villa Duchesne Academy, the presenters discussed the controversial life of Marie Thérèse Chouteau, the "mother of Saint Louis."

AATF members of both the Saint Louis and Downstate Illinois chapters enjoyed a special presentation at the Loretto Hilton Theater in October. *Molière amoureux* was presented by Continent II, a French theater troupe. Excerpts from *L'École des femmes*, *Don Juan*, *Le Misanthrope*, *Les Femmes savantes*, *Le Dépit amoureux*, and *Le Malade imaginaire* were included in the presentation. Given just before National French Week, many Saint Louis area teachers incorporated this theatrical event into their National French Week celebrations.

In January, several members gathered for a breakfast meeting where they also enjoyed a wonderful *galette des rois*. Those who ventured out on a Saturday morning participated in lively French conversation between colleagues and friends.

The chapter, under the able guidance of Anne Gray-Le Coz and other officers, spent the winter months preparing for the *Grand Concours*, held at Villa Duchesne. A special presentation of prizes will be held at Villa Duchesne on May 14. The chapter is also involved in the organization of an essay contest, the *Concours de rédaction*, organized in conjunction with the *Alliance française*. This event will also be held at Villa Duchesne on April 17.

Submitted by Ann Sunderland  
Region VII Representative

### Houston, Texas

At the Chapter's spring meeting, the members heard a brief talk by Sylvéria Ogu, recipient of a 2003 AATF summer scholarship to France. The meeting was held following the Houston Association of Teachers of Foreign Languages meeting at St. Thomas University. Everyone enjoyed the

opportunity to bid farewell to David Long, former AATF Regional Representative and very involved chapter member. David left for Paris in March with plans to find an apartment and a job.

This chapter has long been involved with the celebration of *la Francophonie*, and they observed many activities during the third week in March. Another major activity was the Texas French Symposium held at Alief Taylor High School. This activity has spawned other symposia in Dallas and Brownsville. As they say, "imitation is the greatest form of flattery." Still another important activity will be the *Distribution des prix* on April 30 at the University of St. Thomas.

President Katy Koch and her officers have been instrumental in informing their constituency of the many opportunities for growth and participation in the Houston area.

Submitted by Helen Lorenz  
Region VIII Representative

### Iowa

National French Contest Administrator Lowell Hoeft reports that the state of Iowa sponsors a yearly *Concours oral* at Central College in Pella. This event is hosted by Professors Patricia Westphal and Roger Pieroni. The top winners in the *Grand Concours* participate in an oral interview, a quiz bowl, and memorize a literary selection. The top three winners in each category receive prizes. Even though many students participate in the *Grand Concours*, no state award ceremony is held due to the geographic distances involved. Each school holds its own recognition for its winners.

Submitted by Ann  
Sunderland  
Region VII Representative

### Kansas

The Kansas Chapter held its fall meeting in conjunction with the convention of the Kansas Foreign Language Association. Chapter members were encouraged to enter students in the National French Contest with the goal of increasing participation at both the chapter and national levels. Kris Redburn, chapter president, asked members to complete a Web survey, prepared by the Kansas Committee for International Education in the Schools, concerning what subjects, including which languages, should be taught in secondary schools. A highlight of the meeting was the second presentation of the annual KSAATF French Educator of the Year Award to Jean-Marie Salien, professor of French at Fort Hays State University. A native of Haiti, Professor Salien has spent the past 24 years teaching various levels of French at Fort Hays and courses such as multiculturalism and

French literature in translation for non-French majors. Not only has he served the Kansas Chapter as president but he has helped promote the cause of French by coordinating the National French Contest for both the Kansas and Kansas City chapters of AATF for a record 13 years. In an effort to promote French enrollment and also expose students first hand to Francophone countries, Professor Salien has taken students on trips to Montreal, Quebec, and Paris. On his own campus he has taken the initiative to "take French outside the classroom" by organizing a *Cercle français*, a French table, and a French Ciné Club.

Following the presentation of this award by the chapter president, the chapter enjoyed four presentations in French on *la Francophonie*. Lily Fang-Yen, originally from l'Île Maurice, Claudia Schur, Belgium, Fahd Razik, Morocco, and Nicolas Becue, from Lille, France traced the history of their four countries and touched upon cultural and political highlights, including recent terrorism in Morocco. At the end of these illuminating presentations, members were invited to choose several classroom gifts from an array of pencils, pens, buttons and balloons to promote both National French Week and their French enrollments throughout the year. In an effort to continue the *ambiance chaleureuse* of the evening, members and guest speakers gathered at a local restaurant.

Last spring, prizes consisting of posters, buttons, note pads, pencils and French rulers were awarded to first, second and third-place winners at the chapter level in the National French Contest. Plans were made for another immersion weekend and members were urged to apply for AATF Summer Scholarships.

Submitted by Ann Sunderland  
Region VII Representative

### Minnesota

Mary Ellen Kasak-Saxler and Michèle Cassavante, co-presidents, report that the chapter has developed a series of professional enrichment opportunities throughout the year in the hopes of meeting the needs of both new and experienced teachers. Fall and winter events included the continuation of the *Cercle de lecture* with discussion focusing on a selection of *québécois* works including *Les Fous de Bassan*, *Les Enfants du bonhomme dans la lune*, *Volkswagon blues*, and *Le Figuier enchanté*. Three of the books were selected for their potential use in the classroom and one for the sheer pleasure of reading. The Book Club has attracted a variety of teachers with all levels of teaching experience and from both private and public schools.

Members gathered in October at their

annual dinner to honor the exceptional career and accomplishments of Teacher of the Year, Betsy Kerr. Betsy is currently Associate Professor of French at the University of Minnesota and coauthor of the college text, *Deux Mondes*. After some remarks by Lydia Belateche, Betsy's nominator and colleague, Betsy spoke about what teaching French has meant to her. The chapter also recognized the outstanding service of *À Vous La Parole* coordinator Clare Hagen and *Grand Concours* Administrator Mary Ellen Weller. The chapter also welcomed two special guests, Mathieu Peyraud, the Vice-Consul from the French Consulate in Chicago, and Eric Damien, Director of the Minneapolis-St. Paul *Alliance française*. After dinner, Vice-Consul Peyraud talked about how the Consulate can help Minnesota French teachers and their programs.

A January workshop presented by Gaëlle Berg of the Minneapolis Public Schools introduced members to the practice of reflecting on student work to improve instruction. Future plans include a day-long workshop on Quebec, its cultural landscape and literary traditions.

The 2003 *À Vous la Parole* Oral French Contest at the University of Minnesota was a highlight of the year with 700 Minnesota students from grades 7-12 participating in categories such as prose, poetry, theater, song, video, extemporaneous reading, and extemporaneous conversation. Opening ceremonies were enhanced by the performance of French immersion students from Normandale Elementary School of Edina.

Efforts continue to welcome new members into the ranks of AATF membership. To that end, chapter secretary Mary Kuettner developed an informational brochure promoting the benefits of AATF membership. In an attempt to make participation in events more affordable and attractive to beginning teachers, the chapter has subsidized participation in a variety of chapter events including the *Cercle de lecture*, annual dinner, and workshops.

Submitted by Ann Sunderland  
Region VII Representative

### Nebraska

The chapter met in Lincoln in October at the Nebraska International Language Association (NILA) Conference. Janet Schmitz was awarded the French Teacher of the Year award for her outstanding work at Wayne State University. Those present received an updated Nebraska membership roster which included home telephone numbers and the most recent e-mail addresses—all prepared by one of the chapter's former presidents, Sheryl Wiitala. Members voted to hold the state's third *Auberge de jeunesse* in March at the Aurora Leadership Center.

Four members of the group volunteered to plan and organize this activity-oriented weekend for 100 French students and their teachers. Four other chapter members have volunteered their expertise to revise the constitution and job descriptions, which are overdue for some fine-tuning. President Stephen Plank reports that National French Week in Nebraska was a busy time. In Lincoln a group performed *L'illusion comique*, and at the University of Nebraska students enjoyed a showing of the French film *The Greenhouse*. In Omaha a tour of the French collection was provided for French students at the Joslyn Museum, and a reading of French children's stories by French students took place at the Bookworm. In Kearney, the middle schools held their third annual *Tour de France* tricycle race in the halls of the school. Students formed their teams early (three to a team—run as a relay) and practiced on their younger siblings' tricycles. One team even had T-shirts printed for their team members. Activities during the week included many contests that the whole student body participated in with an authentic French breakfast served at school to the winning class by 8<sup>th</sup> grade French students.

As a way to mentor new teachers and promote interest in AATF, Omaha teachers have scheduled two informal meetings a semester. Called *Le Salon*, the group meets at coffee shops to relax and speak French together. Planning is under way for the annual French Convention at Omaha North High School this spring as well as for the annual Foreign Language Days that occur in Lincoln, Wayne, and Kearney. Though Nebraska participation in the *Grand Concours* was down slightly in 2003, over 750 Nebraska students took part. Nearly 150 of these students received special certificates and 90 students also received prizes from the state chapter. Nebraska had twice as many national winners as in 2002 and 73 students scored in the top 20% nationally. Contest Administrator Nikki McDonald reports that initial registration numbers for the 2004 contest look good.

Submitted by Ann Sunderland  
Region VII Representative

### New Mexico

Phaedra Shively, dynamic chapter president, has led her group through a rewarding year. They held their fall meeting in conjunction with NMOLE at Albuquerque Academy. This formula has been particularly successful especially when AATF membership is dispersed around the state. They have taken as their *devise* for National French Week to "publicize, energize, collaborate, inspire, celebrate," and this has proven to be highly effective.

Phaedra enclosed a letter she had writ-

ten to NM Secretary of State Rebecca Vigil Giron, congratulating her on being elected President of the National Association of Secretaries of State this past summer. Mme Giron, along with Governor Bill Richardson and Georges Millinaire, the (now former) French Honorary Consul in New Mexico, have been extremely supportive of French activities in this area.

In March the World Language Expo took place at the University of New Mexico. The AATF was highly visible as many teachers enrolled their students in the numerous activities. This Expo resembles the symposia and *fêtes* of other areas with the difference that over 20 languages were represented.

Nancy Oakes, who was honored with the SWCOLT Award for Excellence in Teaching for 2003, was contact person for the very successful SWCOLT meeting held in Albuquerque in March. Again, an AATF session was scheduled.

Another project involving AATF members Phaedra Shively, Barbara Reeback, Joyce Lentz, and Katy Zipf was the nomination to serve on a team to develop assessments of teachers. These teachers all share the reputation of being knowledgeable, and outstanding members of the teaching profession. We shall follow this development closely.

Submitted by Helen Lorenz  
Region VIII Representative

### North Texas

The Chapter held its fall meeting at Nimitz High School in Irving. Under the aegis of President Andreeanne Bauman, the members used this time to revise the guidelines for the *Fête française*, a major activity which recognizes student achievements in many different areas. Host Martin Johnsen showed video clips taken at the AATF convention in Martinique.

The 7<sup>th</sup> French Business Symposium was held in November at the University of Texas at Dallas. This successful event was directed by Jean-Marc Chemla of the French American Chamber of Commerce with the help of AATF Special Events Vice-President Martin Johnsen. High school and university students heard outstanding presentations in art, education and translation, industry, international trade, medicine, and government. Numerous prizes were offered.

The *Fête française* was held at Flower Mound High School in March. DeLynn Denton and Megan Diercks worked exceedingly hard to make this day enjoyable and educational. The student exhibits and talent were exceptional. Each year the membership supports this activity by signing up students to compete and perform. Judges come from the loyal group of teachers who show their interest in this activity.

Several AATF members were present at Mountain View College on November 7 to honor former Chapter President Dr. Sherry Dean who was decorated as a *Chevalier dans l'Ordre des Palmes Académiques*. M. Joel Savary, *Attaché Culturel du Consulat Général de France* of Houston, bestowed this honor, and Dr. Maurice Elton was Master of Ceremonies.

At the April meeting, Sherry Dean will give a talk based on her dissertation research topic on globalization and education and the implications for the teaching of French.

Other good news! Dr. Antoinette Sol announced that due to student demand and increased interest, the master's program in French will be reinstated at the University of Texas at Arlington. This offers yet another venue, in addition to the program headed by Dr. Christine Koop, former AATF National Vice-President, at the University of North Texas in Denton, to pursue advanced studies.

The Hockaday School observed an all-school celebration of Mardi Gras. Necklaces and beads were distributed, and posters hung in the halls. The students in grades 1-4 wore costumes and had a *défilé*. The Middle School French classes designed miniatures "crewes" which were on display. The Upper School had bake sales. The dining room prepared a menu of gumbo, shrimp étouffé, rice and red beans.

The French International School in Dallas was the site for the visit of French Ambassador Jean-David Levitte in February. Organized by the World Affairs Council of Greater Dallas, this meeting gave students the opportunity to learn more about matters of international interest. Speaking in French, Ambassador Levitte encouraged students to continue their French studies as a means of keeping the U.S. and France within a worldwide "family of democracies." He also urged them to participate in foreign exchange programs and to consider the possibility of earning dual diplomas. Garland High School, Plano West High School, and Greenhill and Hockaday schools were invited to send students to the forum as these schools are known to have excellent French departments. Student response was very favorable.

Breaking news! Essilor of America, Inc. will extend its scholarship for a fifth year to a university student of French in the North Texas area.

Submitted by Helen Lorenz  
Region VIII Representative

## Utah

It has been very gratifying to see the re-emergence of this chapter. It has had a rocky road because the membership is so scattered throughout the state and because it has been difficult to find teachers willing to

take up the reins. However, due to the heroic efforts of Art Burnah (who has stayed on as Treasurer for many years,) Stew Shaver, and Vi Horseley, they have had a very active year.

In October, they held a meeting at the Utah Foreign Language Convention at Weber State University to build up interest in the chapter, exchanging e-mails and ideas for future activities. At the Waterford School, Kent Hercules and Art Burnah collaborated on a mammoth presentation on Normandy using movie footage, home video, maps, and slides to regenerate interest in the upcoming 60<sup>th</sup> anniversary of the Normandy invasion. In November Steve Haslam, a French teacher at Westminster College chaired an event about speaking activities.

Mardi Gras was celebrated with a "crepe orgy" (Burnah's words, not mine) again at the Westminster School. The program at that time was a sharing of cultural and historical activities that can be done in class. The final activity was held at Westminster in March. The focus then was *cinéma littéraire* at which time the group watched the Louis de Funès version of *L'Avare*.

Art Burnah expresses the chapter's gratitude to Vi Horsley who continues to coordinate the National French Contest. She has graciously accepted to do this for the past five years.

Submitted by Helen Lorenz  
Region VIII Representative

## Wisconsin

In September the chapter kicked off the school year at a meeting of the Southeast Wisconsin Academic Alliance in French, of which the chapter is a charter member. Members convened on the campus of the University of Wisconsin-Milwaukee and enjoyed presentations by several members who had attended the AATF *congrès* in Martinique. Ann Line (Wauwatosa East High School), Gabrielle Verdier (UWM), and Bonita Ahner (retired) shared the sights and sounds of Martinique through posters, souvenirs, music, games and other items they had brought back with them. In addition, two *Martiniquais* living in the Milwaukee area shared their native culture in a lively Power Point show as well as through music and song. President Margaret Schmidt Dess led the annual business meeting, which was held during the Wisconsin Association of Foreign Language Teachers (WAFALT) conference in November. The late Senator Paul Simon gave the keynote address, one of his final public appearances.

During the awards banquet, WAFALT recognized Jacquelyn Dove, AATF/NNELL member, as the 2003 Wisconsin Distinguished Foreign Language Educator. During the conference there were over a dozen sessions and workshops specifically

by and for teachers of French. In addition, the chapter welcomed Evelyne Pâquier of CAVILAM (Vichy, France), who gave an interactive *atelier pédagogique*, "La Musique et TV5 dans la salle de classe." Véronique Renault, the *Attachée culturelle adjointe au Consulat de France* in Chicago accompanied Mme Pâquier to the *atelier*, which was sponsored by the *Service culturel de l'Ambassade de France* as well as the Wisconsin-AATF, SWAAF, and the *Alliance française* de Milwaukee.

To celebrate National French Week, schools all over Wisconsin held various activities, including trivia contests, French music over the announcements, cafés at school, waiter races, scavenger hunts, *pétanque* competitions, crêpe eating competitions, among other events. The Wauwatosa East High School drama department presented *Le Malade imaginaire*, and invited area French students to two special performances. Thanks to a grant from the Helen Bader foundation of Milwaukee, UWM's Department of French, Italian and Comparative Literature sponsored its 6<sup>th</sup> annual French Film Festival in February. The three films shown during the first weekend all centered around the theme of France during World War II: *Laissez-passer* by director Bernard Tavernier (2002); *La Dernière Lettre* by Frederick Wiseman, and *Un monde presque paisible* directed by Michel Deville (2002). The January SWAAF meeting featured two UWM professors who spoke about France during the Occupation, as preparation for using these and other such films as pedagogical tools in the classroom.

Chapter officers spent the winter months preparing for the *Grand Concours* as well as the *Concours oral* which takes place during March and April. The chapter held an informal meeting in February as part of the WAFALT Winter Workshop at Edgewood College in Madison. The discussion, "Strategies for the AP French Classroom," was led by president Margaret Schmidt Dess.

Submitted by Ann Sunderland  
Region VII Representative

## Promotional Materials

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

Check out the

- AATF Materials Center (p. 34)
- Poster series (p. 33)
- Promotional Flyers (p. 14)
- Other Promotional Items (pp. 25, 32)

# 2004 ATLANTA: CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS LE FRANÇAIS : LE DÉFI DE LA DIVERSITÉ

lundi 19 juillet

10h00-12h00 Ouverture officielle du congrès

- **Dário Pagel**, Président de la FIPF et Président du congrès
- **Jean-Pierre Piriou**, Président du Comité organisateur du congrès et Président honoraire de l'AATF
- **Margot Steinhart**, Présidente de l'AATF
- **Abdou Diouf**, Secrétaire général de l'Organisation internationale de la Francophonie
- Ministres ou représentants des Ministres (France, Communauté française de Belgique, Canada, Québec...)  
L'Honorable **Denis Coderre Maeci**, président du Conseil privé de la Reine pour le Canada, Ministre responsable de la Francophonie
- Maire d'Atlanta

13h45-15h15 Conférences inaugurales

**Hélène Carrère d'Encausse**, Membre de l'Académie française & **Andréï Makine**, écrivain

15h15-16h30 Débat avec les opérateurs de la Francophonie et les associations de la Francophonie (Agence internationale de la Francophonie, Agence universitaire de la Francophonie, TV5, Comité de suivi des Organisations internationales non-gouvernementales...)

Modérateur: Hugo Sada, OIF

16h30-19h30 Ouverture des expositions et réception

20h00 Soirée d'ouverture: Concert de **Zachary Richard**

mardi 20 juillet

Diversité des politiques linguistiques

8h00-9h00 Conférence plénière: **Guy Dumas** (Québec), Sous-Ministre associé responsable de l'application de la politique linguistique

Titre: La Mondialisation et la diversité linguistique: le nécessaire dialogue

9h15-10h00 Conférences semi-plénières en simultané:

- Bernard Cerquiglini** (France)  
Titre: La Francophonie plurilingue: un défi pour le monolinguisme français?
- Jean-Marie Klinkenberg** (Communauté française de Belgique)  
Titre: La Diversité linguistique: un programme ou un dogme?
- Jean Tabi Manga** (Cameroun)
- Malika Mokaddem** (Algérie)
- Rodrigue Landry** (Canada)  
Titre: Comment l'éducation peut-elle favoriser la vitalité d'une communauté ethnolinguistique minoritaire?

10h30-12h30 Communications et ateliers

13h30-15h00 Tables rondes en parallèle

- Le Rôle des associations dans la politique linguistique  
Participants: Présidents des commissions de la FIPF: **Bruno Dufour** (Français langue maternelle), **Félix Bikoï** (Afrique-Océan Indien), **Janina Zielinska** (Europe centrale et orientale), **Raymond Gevaert** (Europe de l'ouest), **Ingrid Diaz** (Amérique latine et Caraïbes), **Marcel Danan** (Amérique du nord), **Nguyen Xuan Tu Huyen** (Asie-Pacifique), **Mohamed Miled** (Monde arabe).  
Modérateur: Dário Pagel, Président de la FIPF (Brésil)
- Langue française, culture et mondialisation  
Participants: **Simon Langlois** (Québec), **Xavier North** (Directeur de la coopération culturelle et du français,

France), **Aminata Sow Fall** (Sénégal), **Marie-Louise Moreau** (Communauté française de Belgique), **Michel Gueldry** (USA), **André-Patient Bokiba** (Congo), **Delia Gómez Rubio** (Argentine)

Modérateur: Bengio Abraham, Délégation générale à la langue française

- Le Français dans le dialogue des cultures en vue d'enrichir la personnalité des apprenants

Participants: **Pierre Dumont** (France), **Frieda Ekotto** (USA), **Rose Gasibirege** (Rwanda), **Romuald Fonkoua** (France), **Denise Lussier** (Québec), **Samir Hoyek** (Liban), **Moussa Daff** (Sénégal)

Modérateur: Matateyou Emmanuel (Cameroun)

15h00-18h30 Assemblée des délégués de l'AATF

15h30-18h00 Communications et ateliers

16h15-18h00 Tables rondes des commissions de la FIPF

- Afrique-Océan Indien  
Titre: Quelle pédagogie pour l'enseignement du français dans le contexte multilingue en Afrique?  
Participants: **Peter Inampasa** (Swaziland), **Nola Bienvenu** (Cameroun), **Jorge Banze** (Mozambique), **Younis El Amin** (Soudan), **Agnela Lucas** (Seychelles)  
Modérateur: Félix Bikoï, Président de la Commission (Cameroun)
- Amérique du nord  
Titre: La CAN, FLS et FLE en Amérique du Nord  
Participants: **Marcel Danan**, **Louise Savoie**, **Anne-Marie Boucher**, **Loretta Hyrat** et **Marilyn Lambert-Drache**
- Asie-Pacifique  
Titre: Quels moyens pour la création d'une synergie dans la région dans le but d'imprimer une dynamique francophone en Asie-Pacifique?  
Participants: **Shirley Bain** (Nouvelle-Zélande), **Peiwha Chi Lee** (Taiwan), **Choi Kim Yok** (Malaisie), **Dadang Sunendar** (Indonésie), **Tran Thi Mai Yen** (Viet Nam)  
Modératrice: Nguyen Xuan Tu Huyen, Présidente de la Commission (Viet Nam)
- Europe centrale et orientale  
Titre: Promouvoir la langue et les cultures francophones dans un contexte plurilingue et pluriculturel: défis, stratégies, solutions  
Participants: **Olivier Tulliez** (Ambassade de France en Pologne), **Dan Ion Nasta** (Roumanie), **Renata Klimek-Kowalska** (Pologne), **Tatiana Svatkova** (Ukraine), **Svetlana Chachkova** (Biélorussie)  
Modératrice: Janina Zielinska, Présidente de la Commission (Pologne)
- Europe de l'ouest  
Titre: Les Politiques d'enseignement du français en Europe de l'ouest: problématique, défi et réponses possibles  
Participants: **Christine Krainz** (Autriche), **Julian Serrano** (Espagne), **Margit Pennanen** (Finlande), **Chantal Wetstrate** (Pays-Bas), **Nikki Papa** (Chypre), **Anna Maria Crimi** (Italie)  
Modérateur: Raymond Gevaert, Président de la Commission (Belgique)
- Français langue maternelle  
Titre: Le Bilinguisme ou le plurilinguisme constitue un apport culturel essentiel à la vitalité de la langue française: quelles sont les conditions et les balises dont s'est doté votre pays pour qu'il en soit ainsi. Sont-elles suffisantes? Des améliorations ou des politiques seraient-elles

souhaitables?

Participants: **Alain Braun** (Communauté française de Belgique), **Aurélien Boivin** (Québec), **Jean-Pierre Cuq** (France), **Denise St-Jean** (Canada)

Modérateur: Bruno Dufour, Président de la Commission (Québec)

G. Amérique latine et Caraïbes

Titre: Quelles stratégies d'enseignement dans un continent où le plurilinguisme n'est pas favorisé?

Participants: **Felino Martínez** (Cuba), **Raquel Pirca** (Vénézuéla), **Delia Gómez Rubio** (Argentine), **Márcio Barbosa** (Brésil)

Modératrice: Ingrid Díaz, Présidente de la Commission (Chili)

H. Monde arabe

Titre: Quelles contributions des associations d'enseignants de français à la mise en place des rénovations pédagogiques dans les systèmes éducatifs?

Participants: **Samir Hoyek** (Liban), **Sophie Salloum** (Liban), **Lachen Nachef** (Maroc), **Naji Chokri** (Maroc), **Gharraa Mehanna** (Égypte), **Mohamed El Mokhtar** (Mauritanie), **Mustapha Ennaïfar** (Tunisie).

Modérateur: Mohamed Miled, Président de la Commission (Tunisie)

20h00 Soirée africaine

**mercredi 21 juillet: Diversité didactique**

8h00-9h00 Conférence plénière: **Sally Magnan** (USA)

Objectifs et enjeux de la diversité pédagogique

9h15-10h00 Conférences semi-plénières en simultané dans quatre salles :

A. **Jean-Louis Chiss** (France)

Titre: La Didactique du français entre conceptualisation et contextualisation

B. **Claude Germain** (Québec)

Titre: La Diversité des régimes pédagogiques en français langue seconde au Canada

C. **Adiza Hima**, Secrétaire générale de la CONFEMEN

Titre: L'Enseignement du français dans les écoles bilingues: exemples dans certains pays de l'Afrique subsaharienne francophone

D. **Zheng Lihua**, Vice-Doyen de la Faculté des langues et cultures (Chine) Titre: L'Enseignement du français en Chine: traditions et défis

10h30-12h30 Communications et ateliers

13h30-15h00 Tables rondes en parallèle

A. L'Exploitation de la diversité didactique pour enrichir la personnalité des apprenants

Participants: **Jean-Pierre Cuq** (France), **Raymond Garry** (France), **Raymond Gevaert** (Belgique), **Assia Djebar** (Algérie), **Suzanne Belzil** (Québec), **Andrée-Marie Diagne** (Sénégal), **Felino Martínez** (Cuba)  
Modératrice: Sharon Shelly (USA)

B. Les Différents Points de vue nationaux dans une perspective internationale

Participants: **Janina Zielinska** (Pologne), **Denise Moulun Pasek** (Canada), **Mohamed Miled** (Tunisie), **Gabriel Boko** (Bénin), **Tahani Omar** (Égypte), **José Carlos Chaves da Cunha** (Brésil), **John Anzalone** (USA)  
Modérateur: Alain Braun (Communauté française de Belgique)

C. La Diversité des supports didactiques

Participants: **Christian Depover** (Communauté française de Belgique), **Michèle Magnin** (USA.), **Christine**

**Alavoine-Kervarrec** (France), **Christian Marcadet** (France), **Bernadette Delchambre** (France), **Olivier Dezutter** (Québec), **Mustafa Ennaïfar** (Tunisie), **Neang Muth** (Cambodge)

Modérateur: Gervais Mendoze (Cameroun)

15h30-18h00 Communications et ateliers

18h00-19h30 Réunion des Commissions de la FIPF

20h00 Soirée française

**jeudi 22 juillet: Diversité des usages**

8h00-9h00 Conférence plénière: **Henriette Walter** (France)

9h15-10h00 Conférences semi-plénières en simultané dans quatre salles

A. **Loïc Depecker** (France)

Titre: La Néologie du français: de quoi bouleverser les idées reçues

B. **Louis-Jean Calvet** (France) Titre: L'Aïoli et l'Académie

C. **Denise St-Jean** (Canada)

Titre: Quel est l'avenir du français langue maternelle au Canada?

D. **Samir Marzouki** (AIF)

10h30 -12h30 Communications et ateliers

12h00-14h00 AATF Déjeuner d'honneur (voir fiche d'inscription à la page 00)

13h30-15h00 Tables rondes en parallèle

A. Les Revues francophones pour le public enseignant, reflets de la diversité

Participants: **Françoise Ploquin** (France), **Monique Noël Gaudreault** (Québec), **Christopher Pinet** (USA), **Zila Bernd** (Brésil), **Suzanne Fradette** (Québec), **Miura Nobutaka** (Japon), **Isaac Tcheho** (Cameroun), **Roland Delronche** (Communauté française de Belgique)

Modérateur: Bruno Dufour, Président de la Commission du Français langue maternelle (Québec)

B. Favoriser la diversité du français ou au contraire veiller à son unité pour assurer la promotion de la langue

Participants: **Médoune Gueye** (USA), **Martine Defontaine** (France), **Raquel Pirca** (Vénézuéla), **Maria Fenclova** (République Tchèque), **Benoît Cazabon** (Canada), **François Wioland** (France), **Dadang Sunendar** (Indonésie), **Maes Vanna** (Cambodge)

Modérateur: Pierre Martínez (France)

C. La Création culturelle comme ouverture à la diversité (chanson, BD, cinéma, peinture, TV...)

Participants: **Claudette Paquin** (Canada), **Anne-Marie Boucher** (Québec) + artistes

Modérateur: André Patient Bokiba (Congo)

D. Dictionnaires et anthologies: reflets de la diversité

Participants: **Hélène Cajolet-Laganière** et **Chantal-Edith Masson** (Québec), **Aurélien Boivin** (Québec), **Jean-Marie Klinkenberg** (Communauté française de Belgique), **Jean Binon** (Communauté flamande de Belgique), **Mwatha N'galasso** (République démocratique du Congo), **Jean-Pierre Cuq** (France), **Daniel Latin** (AUF)  
Modératrice: Louise Savoie (Québec)

15h30-18h00 Communications et ateliers

20h00 Soirée québécoise

**vendredi 23 juillet**

8h00-8h45 Conférence plénière:

**Dyane Adam** (Canada)

Titre: Le Canada et le défi de la diversité

9h00-10h15: Tables rondes en parallèle

A. Les Défis de la diversité dans les Amériques:

convergences et divergences

Participants: **Monique Lebrun** (Québec), **Catherine Chung How** (Canada), **Felino Martínez** (Cuba), **Ingrid Diaz** (Chili), **Jayne Abrate** (USA), **Zila Bernd** (Brésil)  
Modérateur: Jean-Pierre Piriou, Président honoraire de l'AATF (USA)

- B. Table ronde avec les écrivains: les littératures, expressions culturelles de la diversité

Participants: **Aminata Sow Fall** (Sénégal), **Samir Marzouki** (Tunisie), **Malika Mokeddem** (Algérie), **Baylee Toumi** (Algérie), **Angèle Kingué** (Cameroun), **Andre Pierre Louis Monchouachi** (Martinique)  
Modérateur: Christopher Pinet, Co-président du Comité thématique (USA)

10h30-13h30	Assemblée générale de la FIPF
15h30-16h15	Synthèse générale du Congrès et adoption de la déclaration d'Atlanta reprenant la position de la FIPF quant aux thèmes étudiés
16h30	Cérémonie de clôture
20h00	Soirée festive

## CALL FOR PAPERS SARTRE CENTENARY CONFERENCE 2005

This is a call for papers for a special two-day conference of the UK Society for Sartrean Studies (UKSSS) which will be held at the *Institut Français*, London, March 18-19, 2005, to celebrate the centenary of the birth of Jean-Paul Sartre.

We welcome papers (35-40 minutes) on any aspect of Sartre's work or life, literature, theatre, cinema, philosophy, psychoanalysis, biography and autobiography, journalism and the media, politics; also on comparative themes, e.g. Sartre in relation to his influences, contemporaries or successors. Send proposals for papers (one page) by **1 July 2004** to the conference organisers: Dr. David Drake, 3 Ockendon Road, London N1 3NN; e-mail: [d.drake@britishlibrary.net] or Dr. Benedict O'Donohoe, School of European and International Area Studies, Faculty of HLSS, Frenchay Campus, UWE, Bristol BS16 1QY; e-mail: [benedict.o'donohoe@uwe.ac.uk].

*Sartre Studies International: an interdisciplinary journal of existentialism and contemporary culture* is published twice yearly by Berghahn. Subscription to the journal includes free membership in UKSSS. For further details about Sartrean Studies International or the UKSSS, please contact David Drake or Ben O'Donohoe.

## GRANT FOR NATIONAL FRENCH WEEK 2003

On October 30, 2003, the Department of European Languages, Literatures and Cultures launched National French Week festivities by hosting *Consul général* Harry Fouché of the *République d'Haïti*, Nicole McKinnon, Director of Governmental Relations, and Dr. Maryalice Mazzara, *Attachée aux affaires éducatives*, the latter two of the *Gouvernement du Québec*, for a day of events on the Stony Brook University campus. These events included an informative presentation by *Consul général* Fouché on the history of Haiti and its ties to the French-speaking world. Mme McKinnon then presented valuable information on "Living, Studying, and Working in Québec." These presentations honored the 2004 AATF/FIPF conference theme of diversity in the French-speaking world by exposing students to some of the diversity of French found in such close proximity to our borders. These presentations were then followed by performances of French musical selections by students from Stony Brook's Music Department and by local French artists.

Approximately 250 Stony Brook students and faculty, regional high school students and teachers, as well as community members participated. Our celebration concluded with a reception for all of the students, faculty, and guests.

Our promotion of National French Week was made possible by a grant from AATF which allowed us to cover expenses related to the reception. Additional funding for posters and flyers was provided by the Office of the Provost of Stony Brook University. The Department of European Languages, Literatures, and Cultures funded mailing information about our event to all local French teachers and hosted a luncheon for our guests and for representatives of the faculty and student groups.

One of the unanticipated results of this event was a commitment on the part of *Consul général* Fouché to return to the campus this spring to host an event in honor of Haiti's bicentennial. We have a large population of Haitian and Haitian-American students on campus, so we are particularly interested in serving their needs.

Another unanticipated benefit of this event was an agreement to develop an exchange partnership through the *Gouvernement du Québec* to promote French study opportunities for our students and faculty. We have not, in the past, had a formal "study abroad" agreement with Québec. This exchange partnership will allow us to offer unique opportunities to our students to study in a Francophone context without leaving the North American continent. We believe that this will be especially

appealing to students whose budgets do not permit travel to France. It will also facilitate French study by non-traditional students with families since possibilities exist for summer study in Québec including family housing and activities.

We believe that the event we were able to host has contributed in the broadest possible way to the promotion of the learning and teaching of French in our region. This event would not have been possible without the financial support of AATF nor could it have occurred without the determination and dedication of Monique Watts who sought out presenters, secured their participation, and made all necessary arrangements for the event.

We would like to thank AATF for helping us to promote National French Week, and we would like to encourage all AATF members to seek out ways to promote French during National French Week and throughout the year.

Sarah Jourdain  
Suffolk, NY Chapter

## 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.

# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

**French By the Numbers**

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



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

Purchase orders accepted.

\*Prices as of 9/1/03

<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** \_\_\_\_\_

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## MEMBERS' NOTES

AATF Executive Director **Jayne Abrate** was invited to appear on the program "Rideau Rouge," hosted by Claude Serillon, which was broadcast live on TV5, March 16, 2004. The program was a discussion of *la Francophonie*. The other guests were French *Ministre de la Francophonie* Pierre-André Wiltzer, *académicien* Erik Orsenna, author Denis Tillinac, *linguiste* Claude Hagège, *Ministre des Affaires étrangères burkinabé* Youssouf Ouedraogo, *professeur camerounais* Abel Eyinga, et Galina Dragan, *directrice de l'école française de Saint-Petersbourg*.

This year's Martin Luther King Legacy Award was given to **Jean-David Levitte**, the French Ambassador to the U.S. Each year, the King Award honors a personality who has helped spread Martin Luther King Jr.'s message internationally. Previous recipients include Kofi Annan and Colin Powell. Ambassador Levitte's acceptance speech can be read at [www.info-france-usa.org]. In addition, the AATF would like to extend its gratitude to Ambassador Levitte for his support and encouragement of French teachers.

**Samia Spencer**, longtime Secretary-Treasurer of the Alabama Chapter of the AATF, has been named *Consul honoraire de France* in Alabama. We congratulate Samia on this extraordinary honor.

For over forty years, since graduate student days, **Mel Yoken** has been corresponding with some of the prominent writers of France. Over the years this correspondance has continued and currently includes writers and luminaries in many different fields throughout the world. Mel and his wife **Cindy Yoken** have donated manuscripts, letters, signed books and other items to the John Hay Library at Brown University. These archives, housed on the third floor of that library were officially recognized as the Yoken Archives in April 2004. These archives which include papers of historical, literary and political interest will now be available to researchers.

### UPCOMING AATF CONVENTIONS

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

- Atlanta (July 19-23, 2004)
- Quebec (July 7-10, 2005)
- Milwaukee (2006)
- Baton Rouge (2007)
- Belgium (2008)

## AATF MEMBERSHIP DRIVE 2004

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 2004 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 preprinted renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2004, 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 [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 new AATF Web site at [www.frenchteachers.org]. You'll probably find the answer there.

## IN MEMORIAM

Howard Lee Nostrand, Professor Emeritus at the University of Washington, died on March 13, 2004. Born in New York City in 1910, he was educated at Amherst (B.A.), Harvard (M.A.), and the *Université de Paris* (doctorate, 1934). He went to the University of Washington in 1939 as professor and chair of the Department of Romance Languages. During World War II he worked for the State Department as the cultural attaché for the U.S. in Lima, Peru. He wrote over 100 publications, many of them with his wife, Frances Nostrand, on issues of language competence and cultural competence. His latest book will be published this spring.

Howie, as he was known to his friends and colleagues, was the oldest living president of the AATF, having served from 1956 to 1959. Most recently, he served as Chair of the AATF Commission on Cultural Competence and was the driving force behind the publication of the Commission's first report, *Acquiring Cross-Cultural Competence: Four Stages for Students of French*.

He retired from the University of Washington faculty in 1981 but continued to contribute actively to his fields of interest. He was honored as an *Officier dans l'Ordre des Palmes académiques*, a *Chevalier de la Légion d'Honneur*, and an *Officier dans l'Ordre des Arts et des Lettres*. In the U.S., he was honored by the American Association of Teachers of French (AATF), the American Council of Teachers of Foreign Languages (ACTFL) and the Washington Association of Teachers of Foreign Languages (WAFLL). Howard and Frances Nostrand were founding members of the Pacific Northwest Conference on Foreign Languages. They were instrumental in establishing the Seattle-Nantes sister city organization, as well as many other formal and informal cultural exchange activities.

Professor Nostrand is survived by his wife, Frances Brewer Nostrand; his sons David Nostrand of Sheridan,

**NATIONAL FRENCH WEEK  
NOV. 5-11, 2004**

# CLASSROOM ACTIVITY

## ALPHABET RACE

This activity is designed to reinforce recognition and pronunciation of the alphabet in French. Divide the class into groups of four and distribute one game board per group. (See the end of this activity for an appropriate pattern.) Also give each group an envelope containing the 26 letters of the alphabet plus duplicates of any two letters you wish. Without looking into the envelope, each player selects a letter and pronounces it in French. This selection determines the playing order—the person who chooses the letter closest to A plays first, followed by the person whose letter is second closest, etc. If a player fails to pronounce the letter cor-

rectly in French, he plays last. All four players in each group return the letters to the envelope and play begins.

Without looking, the first player draws a letter from the envelope and pronounces it in French. He then places it in an empty envelope or on an empty desk and starts his race. He finds his letter the first time it appears on the game board and places a marker in its square or initials it if the game board is made of paper. The next player does the same and play continues in this manner. Each player always begins looking for his new letter on the board from his current square; he does not move from the leader's position. If a player does not correctly pronounce the let-

ter, he must stay where he is and move forward on a future turn only when he can correctly pronounce the letter drawn at that time. If a player draws a letter which is no longer represented on the board, he pronounces it and places it with the rest of the discarded letters; he does not draw another letter until his next turn. The winner is the player whose marker or initial is in the square nearest the end of the game board when all letters have been chosen. Luck plays an important role in this activity.

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## ALPHABET RACE

A	F	S	Z	F	O	H	U	K	N	Y	A	K	A	U
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E	H	L	N	R	Y	T	L	B	G	K	R	V	A	J
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M	Z	A	O	B	J	M	T	X	D	I	O	Z	S	I
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B	N	G	P	C	H	L	U	B	G	I	V	C	K	W
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

D	O	A	D	I	M	Q	W	Z	C	P	H	W	C	D
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J	P	V	E	I	S	V	Y	B	F	J	P	F	T	O
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

L	E	X	P	E	J	I	N	T	X	D	O	G	M	X
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

H	R	O	Y	E	R	F	R	U	O	Q	W	Z	C	G
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

K	M	T	V	W	A	E	O	L	B	Y	S	C	N	P
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## LISTE PARTIELLE DES COMMUNICATIONS/ATELIERS AU CONGRÈS MONDIAL

Vous trouverez ci-dessous une sélection représentative des interventions acceptées pour le Congrès mondial. La liste complète des interventions se trouve sur le site web du congrès à [www.2004atlanta.org].

La Valorisation de la diversité par la Francophonie—Pierre Alexandre (France)

Entre l'anglo-américain et le chinois, la langue française a-t-elle un avenir en Thaïlande?—Sumitra Baffie (Thaïlande)

Le Parler des jeunes de banlieue: de la créativité lexicale à l'écart normatif—Olivier Banquet et Marie-Anne Guiral (France)

La Didactique du français à l'école primaire au Rwanda—Célestin Bizimungu (Rwanda)

Le Discours d'un projet international: émergence du sens social et interculturel—Valentyna Burbelo (Ukraine)

Stratégies pédagogiques visant le développement de l'autonomie—Neira Loaiza V. et María O. Cancino Rico (Colombie)

Le Portfolio: un outil d'évaluation alternative dans un enseignement différencié—Dany Douani et Michèle Ben Avraham (Israël)

L'Utilisation de la télévision et le rôle de l'enseignant en classe de français langue étrangère—Tetyana Geyko (Ukraine)

Motiver les apprenants et les faire devenir autonomes avec RFI—Myriam Gonzalez de Zarate (Colombie)

Lorsque le chien «rachète» l'homme dans les œuvres d'Albert Camus—Vincent Grégoire (USA)

Symbolisme initiatique dans *L'Appel des arènes* d'Aminata Sow Fall—Médoune Guèye (USA)

Langue française et langues nationales face aux enjeux de la mondialisation—Ahmed Hafdi (Maroc)

Le Cinéma francophone et la pédagogie—Melissa McKay, Debbie Bell, Teri Hernández et Daphne McConnell (USA)

La Diversité des lieux d'apprentissage comme facteur de promotion, d'enrichissement et de dynamisme du français—Kassoum Kone (Côte d'Ivoire)

Le Français pour enfants à la télévision: un projet de sensibilisation à la langue française—Alfredo de la Caridad Montero Pardo (Cuba)

Langue française et jeunes congolais—Ntita A. Nyembwe (République démocratique du Congo)

Outline for Designing a Hybrid Introductory French Language Course with WebCT Software—Giovanna Summerfield et Pamela F. Paine (USA)

Ionesco, le professeur ou la mise en scène de la langue française—Mariana Perisanu (Roumanie)

Les Outils ludiques: chansons et marionnettes au service de la grammaire implicite—Lydia Romo (Équateur)

Le Français des affaires: pour un commerce éthique et équitable—Annette Sampon-Nicolas (USA)

La Nouvelle fantastique: un défi de l'imagination pour diversifier l'apprentissage—Nongnapas Tapasanant (Thaïlande)

Le Français médical et multimédia—Jacqueline Tolas (France)

Comment mettre en place un cours de français juridique—Freddy Barranco Escobar (Colombie)

Langue française et exercice du pouvoir en Afrique noire francophone—Macaire Eyupar Epietung (République démocratique du Congo)

Des films français dans la classe de français langue étrangère: mille et une manières d'exploiter la présentation d'un film en classe de langue—Elissavet Stamati (Grèce)

La Reponsabilité des pays francophones en matière de promotion du français—Christine Mvondo Pashi (République démocratique du Congo)

Techniques communicatives interpersonnelles dans l'enseignement du français précoce—Adriana E.C. Stanesco

(Roumanie)

Le Québec et le Canada: portrait de la situation politique actuelle et présentation de quelques œuvres littéraires—Jean-Denis Côté (Canada)

La Télévision, un défi pour l'enseignant du français comme langue étrangère—Fouzia Chaoui de Arana (Pérou)

Travailler l'interculturel en cours de langue: l'expérience d'un projet éducatif européen—Panagiota Stergiu, Efi Della et Anastasia Siacotou (Grèce)

Le Conte africain comme support pour l'enseignement du français—Bienvenu Nola (Cameroun)

Emploi d'un assistant de français dans les écoles africaines—Nally Kapinga Wa Diamba et Claude Kazadi Lubatshi (République démocratique du Congo)

Quelques jeux et activités communicatives de la classe de traduction utiles dans la classe de français—Juan José G. Vinardell (Cuba)

Le Roman policier comme support pour des activités sur les registres de langue—Mathieu Engouang (Gabon)

Les Enjeux esthétique et éthique de la création lexicale chez Mongo Beti et Calixthe Beyala—Barnabé Mbala Ze (Cameroun)

La Promotion du français: partout et pour tous—Diana Regan, Joyce Beckwith et Brenda Benzin (USA)

À propos d'une pédagogie de l'image—Eric P. Fernández Hernández (Cuba)

Le Jeu théâtral dans l'enseignement du français—Iryna Sytydkova (Ukraine)

L'Exploitation des films comme ressource en classe de français langue étrangère—Rosa M. Zepeda Ramirez (El Salvador)

La Littérature libanaise d'expression française: une identité multiple—Sophie Salloum (Liban)

La Formation des maîtres et la gestion de la diversité: analyse comparée aux États-Unis et en France—Michèle Sellier (France) et Robert Lafayette (USA)

Le Proverbe comme vecteur des valeurs morales et comme source d'enrichissement des apprenants/son enseignement en classe—Viviane C. Nguimeya (Cameroun)

*La France divisée*: les deux faces de la France pendant la Seconde Guerre mondiale—Eileen Angelini et Barbara P. Barnett (USA)

*Le Petit Prince* de Saint Exupéry, un livre universel—Maryse Brumont (France)

La Rencontre des peuples et l'utilisation de la langue française en littérature: le cas singulier de la Martinique—Pascale Bermude-Libos et Jean G. Libos (Martinique)

Le Dialogue des cultures en réseau de lecture littéraire—Jaleh Kahnamouipour (Iran)

Les Auteurs migrants québécois de 1980 à aujourd'hui—Bruno, Dufour (Canada)

La Traduction littéraire et la rencontre des langues—Nasrine Khatate (Iran)

Chanson et musique folkloriques (France, Amérique du Nord)—Jean-Paul et Dominique Carton (USA)

Le Journal télévisé en classe de français langue étrangère—Stela M. S. Chagas de Moraes et Othon J. Nacif de Moraes (Brésil)

Le Français: le défi de la diversité au sein des institutions de l'Union européenne—Roland Delronche (Belgique)

Les Romans virtuels multimédi—Monique Perdrillat (USA)

Brel et Simenon facilitateurs de la diversité en didactique de la littérature—Jacques Lefebvre (Belgique)

L'Éducation bilingue au Burkina Faso—K. Ambroise Cologo (Burkina Faso)

L'Utilisation des nouvelles technologies dans l'enseignement du

- français–Stéphane Derone (United Kingdom)
- Le Portfolio européen des langues: de la théorie à la pratique–Berry Van de Wouw (Pays-Bas)
- La Radio communautaire confiée aux élèves–Pia M. O’Leary (Canada)
- Comment organiser un voyage scolaire éducatif en France: les clés de la réussite–Olga González (France)
- Enhancing Francophonie with Oral Literature/Traditions from Francophone Countries–Daniel Noren (USA)
- La Colonisation: compromis, tension et conséquences–Madalina Akli (USA)
- La Voix de l’autre dans la littérature maghrébine de langue française–Abdellah Baida (Maroc)
- La Motivation et les manuels: comment les analyser pour bien choisir?–Juliana C. F. Bergmann (Brésil)
- Les Francophones doivent rebâtir la tour de Babel: diversité dans l’unité, tel doit être le maître mot–Astrid Mujinga Nzambi (République démocratique du Congo)
- La Langue française, instrument de la coopération culturelle–Habou Ousman (Niger)
- Un Programme préparatoire de bourses à l’intention des futurs enseignants et enseignantes–Benoît Cazabon (Canada)
- L’Enseignement de la littérature en restauration rapide–Chantal Weststrate (Pays-Bas)
- La Littérature algérienne d’expression française: entre l’exil et l’aliénation–Ali Benmesbah (Algérie)
- Cinécriture dans *Chocolat* (1988) de Calire Denis–S. Pascale Dewey (USA)
- Entrée en français langue non maternelle par la littérature–Raphaël Mukendi Sambayi et Chantal Chiralwira Kabika (République démocratique du Congo)
- L’Accent sur la culture: enseigner le français grâce à l’art–Sven E. J. Pagot (Équateur)
- La Musique de Carole Fredericks: une réponse définitive au défi de la diversité de la langue française–Nancy Gadbois et Connie Fredericks-Malone (USA)
- La Dimension culturelle dans l’enseignement du français des affaires–Régis Kawecki (Maroc)
- Le Passage de la pensée à la pratique orale–Rosa B. Cantero-Domínguez (Paraguay)
- L’Ordinateur et les pratiques de lecture–Monique Lebrun et Priscilla Boyer (Canada)
- La Formation des enseignants de langues: démarche actionnelle et multimodalité–Edvige Costanzo (Italie)
- Le Français en Égypte: passé, présent, avenir–Salwa Lotfi (Égypte)
- Diversité et articulation des enseignements linguistiques en Bulgarie: la place du français–Gueorgui Jetchev (Bulgarie)
- Saint-John Perse et l’Amérique: exil, transfiguration et quête poétique–Dan Ion Nasta (Roumanie)
- L’Utilisation du document authentique vidéo en classe de français langue étrangère–Quentin Sonnevillle (Équateur)
- Une Harmonieuse Diversité dans *Le livre des fuites* de Le Clézio–Néfissa Eleishe (Égypte)
- Linguistic Diversity in Alsace: A New Study–Laurie A. Ramsey (USA)
- Le Français sur objectifs spécialisés à travers la littérature: le cas du français juridique–Rania Mohamed Fathy (Égypte)
- Les Technologies de l’information et de la communication et la diversité des espaces francophones: défis et synergies–Jeannine Gerbault (France)
- On ne peut pas apprendre...sans se tromper–Jorge Rodríguez Iglesias (Cuba)
- Le Tour de France: la petite reine et la grande boucle dans la classe de français–Bette Hirsch, LaRae Ellingson et Pamela S. Davis (USA)
- La Diversité des points de vue et différents franco-américains dans la presse–Liliane Vassberg (USA)
- Projets multimédia comme une partie intégrante de l’enseignement de la langue française–Marina Prokhorova (Russie)
- Le Français des affaires au niveau secondaire–William Thompson (USA)
- L’Humour pour acquérir un savoir-être et s’approprier une culture–Sylvie Gachet (France)
- La Technologie à l’avancement de la communication–Rebecca K. Fox, Nancy Gadbois et Stephanie Segretto (USA)
- The Poetics of Scent in Anne Hébert’s *Les Fous de Bassan*–Steven Daniell (USA)
- La Vie comme espace d’étude: vers une libération du français–Wafa Berry (Liban)
- Le Cours universitaire à distance: le français du tourisme–Phenphan Thipkong (Thaïlande)
- La Simulation globale: une approche différente de la formation initiale des professeurs de français langue étrangère–Radost Tzaneva (Bulgarie)
- La Chanson actuelle et nouveaux usages du français–Élodie Ressouches (France)
- La Pédagogie du projet: de la prise en compte à l’exploitation de la diversité–Agnès Bracke et Jeannine Gerbault (France)
- Lettre aux professeurs de français langue étrangère: le français en danger, légende ou réalité?–Raymond Gevaert (Belgique) et Julián Serrano (Espagne)
- Le Français comme patrimoine humanitaire–Sekou Coulibaly et Adjossan Toussaint Yapi (Côte d’Ivoire)
- La Politique linguistique et l’enseignement du français au Kazakhstan–Irina Danilovskaya et Bakhyt Makhmetova (Kazakhstan)
- Enseigner le cinéma français avec un site web–Alan Singerman (USA)
- L’Enseignement de la langue française à travers des chansons–Oluranti Margaret Ogunbiyi (Nigeria)
- La Méthodologie du regard ou comment lire un tableau surréaliste–Marie-Dominique Gaviard Dunand (Espagne)
- Le Rôle des langues dans une éducation internationale: le cas du Programme du diplôme du Baccalauréat international–Rhona Armour (Royaume uni)
- De la langue/culture des banlieues à la langue/culture de l’école: une alliance nécessaire–Assatou Kote (France)
- Parodie et poésie dans *Lohengrin, fils de Parsifal* de Jules Laforgue–Andressa C. De Oliveira (Brésil)
- Les Documents authentiques historiques dans l’enseignement du français–Nicole Boudreaux et Richard Guidry (USA)
- La Contribution du français à l’émancipation des peuples africains: cas de la Côte d’Ivoire de l’ouest–Appolinaire Atsain (Côte d’Ivoire)
- Comment l’éducation peut-elle favoriser la vitalité d’une communauté ethnolinguistique minoritaire?–Rodrigue Landry (Canada)
- Trois BDs de Bretécher: une approche (inter)culturelle et linguistique–Fanny Pomp (Brésil)
- Big Mac Attack: José Bové Confronts Ronald McDonald–Michael Kline (USA)
- Parlons de l’actualité: exploitation de la presse écrite pour l’enseignement de la langue et de la culture contemporaine–Colette Henriette (USA)
- Le Film d’Anne Frank en classe de français langue étrangère–Heleen Jansen-Steenbergen (Pays-Bas)
- Les Notes de participation: comment évaluer les étudiants?–Ulrike I. Stroszeck (USA)
- Pour une utilisation de l’ordinateur dans l’apprentissage et

- l'évaluation de l'expression orale—Thierry Leger (USA)
- À la découverte de la Louisiane par la parole—Albert Valdman et Barry Ancelet (USA)
- Modèle d'intervention didactique en lecture et en écriture littéraires au primaire—Noëlle Sorin (Canada)
- Apprendre la langue et la culture françaises dans les milieux associatifs—Ada Giusti (USA)
- La Lisibilité linguistique et culturelle des œuvres de littérature jeunesse—Marie-Hélène Gervais et Louise Savoie (Canada)
- Échanges scolaires: interaction et communication—Clarissa Brunet et Danitsa Becker (Brésil)
- L'intercompréhension des langues latines, une vision américaine: l'intercommunicabilité—Susana Courau de Arellano (Argentine)
- L'Utilisation de la BD en classe de langue—Edith Blinder (Israël)
- La Littérature française au baccalauréat—Sylvie Housiel (Israël)
- Le Français de la gastronomie: pratique de la langue à travers le langage de la communication—Herminia Hüttemann (Paraguay)
- La Littérature n'est plus ce qu'elle était—Yvonne Rollins (USA)
- La Route de la soie et autres leçons collaboratives pour l'enseignement du français—Sarah Jourdain (USA)
- Apprendre la France à vélo: pour une nouvelle pédagogie du français—Brian Arganbright (USA)
- L'Argumentatif dans *La Peste* d'Albert Camus—Carmen L. Figueroa et Silvia Martínez Araoz de Gleser (Argentine)
- Des Stratégies d'évaluation novatrices dans la classe de français langue étrangère—Yolanda Quintero de Rincón (Vénézuëla)
- La Correction phonétique: les exercices proposés dans les méthodes d'enseignement du français langue étrangère—Lindinalva Messias Chaves (Brésil)
- SAMU pour la diversité des programmes français langue étrangère aux États-Unis—Robert D. Peckham (USA)
- D'une littérature belge de langue française à une littérature française de Belgique—Robert-René Massart
- L'AP langue: une approche thématique—Amy Lewis (USA)
- Rencontre Belgique—Julia Diliberti (USA)
- En faire des accros: utiliser le cursus obligatoire pour promouvoir l'étude du français—Larry Kuiper (USA)
- La Tolérance est une langue en soi—Anita Alkhas (USA)
- Regards noirs, caméras blanches: le défi de la diversité dans une classe sur le cinéma africain Sébastien Dubreil et Ayo A. Coly (USA)
- Devenir francophile pour devenir francophone—Hélène Blocquaux (Égypte)
- Enseigner le français à travers les contes africains—Marie-Josée C. Kinkingnehun (USA)
- L'Insécurité linguistique en pays créolophones—Margaret M. Marshall (USA)
- À la découverte du cimetière de Picpus à travers ses archives numériques—Anne Landau, Margot M. Steinhart et Janine Spencer (USA)
- Les Possibilités de l'utilisation du Portfolio européen des langues pour la motivation dans l'apprentissage du français—Péterné Kovács (Hongrie)
- Les Différents Genres télévisuels dans des contextes d'enseignement/apprentissage du français langue étrangère—Denise R. Vieira, Vera L. Marinelli et Ana C.T. Williams (Brésil)
- Task Based Schooling—Brigitte S.E.R. Van Bouwel et Rita Nuyts (Belgique)
- La Chanson francophone d'aujourd'hui: une chanson métisse—Maria Lúcia Jacob Dias De Barros (Brésil)
- Le Ballet, un art français qui profite de traditions diverses—J. Sanford Dugan (USA)
- L'Usage de documents authentiques forts (cinéma, littérature, histoire de l'art...) dans la classe de français langue étrangère—Delphine A. M. Modica (France)
- Le Pouvoir de l'apprentissage communautaire par le volontariat: à l'université de Millersville, Pennsylvanie—Carolyn Amodio-Busque et Christine Gaudry-Hudson (USA)
- Les Implicites socioculturels dans les titres et articles de presse—Blanka Stastna (Grèce)
- Découvrir d'autres horizons à travers la publicité—Yi-Chine Yong (Taiwan)
- La Musique du monde pour la classe de français dans une ville de province japonaise—Yuichi Kasuya (Japon)
- Le Rôle de l'émotion dans l'enseignement/apprentissage des langues—Olga Ozolina (Lettonie)
- L'Apprentissage du français à travers l'interprétation théâtrale—César Merino (Espagne)
- Starting a Peer Tutoring Program—Elizabeth Wodarski (USA)
- La Pédagogie du projet en toute diversité—Irina Goloubeva (Russie)
- Le Rire: une autre façon de découvrir le monde—Raluca R. Ionescu (Roumanie)
- La Culture québécoise: une vue personnelle—Louise P. Graham (USA)
- Fast Food Nation? McDo en France—Deb Reisinger (USA)
- Créer collaborativement une page web sur la Francophonie: un pari gagnant—Louise Chaput, Catherine Black et Kerry Lappin-Fortin (Canada)
- La Salle multimédia d'auto-apprentissage: sa conception et son exploitation—Yoshinori Iwata (Japon)
- Le Français de la mode, langue de spécialité: contenus et méthodologie—Anne Ghestin (Italie)
- La Littérature algérienne d'expression française: quelle place dans quel projet de société et quelle intégration dans l'univers—Nazim Mostefai, Mohand Tadjadit et Ghenima Oussaada (Algérie)
- Writing the Travel Journal: A Creative Writing Lesson for Travel Abroad—Edith B. Vandervoort (USA)
- Le *Model Program*: une tentative réussie d'intégrer le français langue étrangère en école primaire—Kenneth Swanson (USA) et Zitouna Guetouche (France)
- La Chanson est un des meilleurs moyens de s'approprier une langue et une culture—Anne-Marie Boucher (Canada)
- L'Importance du portefeuille dans le cadre de la formation des enseignants stagiaires de français langue étrangère—Filipa B. Miranda (Portugal)
- L'Enseignement du français langue étrangère par des projets pédagogiques—Macone Edson de Sousa Rocca (Brésil)
- Apprendre et enseigner avec TV5, une nouvelle manière d'enseigner le français—Dominique Martineau (France)
- Paroles des clips, enseigner le français avec des chansons francophones—Evelyne Pâquier (France)
- L'Évaluation des compétences en français: un nouveau DELF, un nouveau TCF—Christine Tagliante (France)
- Motiver à apprendre, apprendre à motiver—Michel Boiron (France)
- Les Standards de *National Board Certification* et comment apprendre vos élèves—Susan Colville-Hall et Marguerite Terrill (USA)
- L'Holocauste, la France et les Juifs chez Chabrol, Malle, Truffaut, et Eucotti—Clara Krug (USA)
- Le Centre de ressources francophones documents audiovisuels—Adam Steg (USA)
- Diversité, foulards et conversations dans la France actuelle—Marybeth Raycraft et Nathalie Dieu-Porter (USA)
- La France et les États-Unis vus par les Français—Serge Abrate (USA)
- Variety is the Spice of FLES\*—Gladys Lipton (USA)



## AATF COMMISSION ON CULTURAL COMPETENCE Marie-Christine Koop, Chair



The Commission on Cultural Competence is making progress. Our latest volume, titled *Le Québec aujourd'hui. Identité, société et culture*, has just been published by the *Presses de l'Université Laval* [www.ulaval.ca/pul]. See the announcement on page 28 of this issue.

Ann Williams-Gascon is still working on the volume containing practical applications of the Commission guidelines published in 1996. This will be presented at a session at the upcoming AATF/FIPF convention in Atlanta.

We mourn the loss of our dear colleague and contributor Joseph Marthan of the Richard Stockton College of New Jersey, who was killed in a traffic accident on Christmas Eve. Many of our readers knew him, as he was a regular presenter at sessions of the Culture Commission at AATF and ACTFL conventions. For many years, he contributed to the *National Bulletin* with articles on French elections. He was a kind and caring individual who will be missed.

Marie-Christine Koop, Chair  
AATF Commission on Cultural Competence  
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### COMMISSION ON THE ABRAHAM LINCOLN STUDY ABROAD FELLOWSHIP PROGRAM

The FY 2004 Budget that was passed by Congress in January included a provision to establish a 17-member commission to recommend a program that will expand the opportunities for students in higher education in the U.S. to study abroad, with an emphasis placed on studying in developing countries. The new program is the vision of the late Senator Paul Simon (D-IL). His proposal envisions fellowships of up to \$7000 for 500,000 students per year to study abroad for a summer or a school year. For updates on the progress of the Commission, please visit the JNCL-NCLIS web site at [www.languagepolicy.org].

### U.S. CIVILIAN LINGUIST RESERVE CORPS FEASIBILITY STUDY

The Intelligence Authorization Act for FY2003 directed the Secretary of Defense through the National Security Education Program (NSEP) to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps (CLRC). The CLRC would be comprised of individuals with advanced levels of proficiency in foreign language. The report outlines the following: (a) consideration of the Military Reserve Model; (b) CLRC Structure and Operations; (c) requirements for levels of proficiency and performance of duties; and (d) requirements for skill maintenance and training requirements. For a copy of the full report, please visit [www.ndu.edu/nsep].

### ACADEMIC CREDIT FOR ATTENDING THE 2004 CONVENTION IN ATLANTA

The AATF is pleased to be able to offer 2004 Atlanta Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$105. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

#### PRELIMINARY SYLLABUS

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

- Participants should plan to register for and attend the entire conference beginning Monday, July 19 and concluding on Friday, July 23, 2003.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary sessions on Monday, July 19.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
  - ◆ FLES\*
  - ◆ French and Francophone Cultures
  - ◆ Literature
  - ◆ Language Learning
  - ◆ Teaching Techniques
  - ◆ Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
  - 1) A summary and critique of each session;
  - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
  - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2004**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on page 22. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [kennelly@webster.edu].

## COLLOQUE: QUELLE DIDACTIQUE DE L'INTERCULTUREL DANS LES NOUVEAUX CONTEXTES D'ENSEIGNEMENT-APPRENTISSAGE DU FLE/S?

Quand la didactique des langues étrangères s'est emparée du concept d'interculturalité dans les années quatre-vingt et quatre-vingt-dix, le succès de celui-ci s'est accru au point de devenir un des axes essentiels de toute pédagogie.

Les méthodologies actuelles envisagent toutes une «décentration» de l'apprenant par rapport à sa culture maternelle et une compréhension de l'Autre au détriment de la seule description et de la simple connaissance théorique de sa culture. Elles ont en commun de s'appuyer sur des sciences humaines auxquelles elles empruntent: la sociologie, la psychologie sociale, l'anthropologie, l'ethnographie de la communication et la linguistique.

Dans tous les cas, il existe un consensus sur le fait que ces approches ne peuvent être que systémiques en raison de la complexité des facteurs qui interviennent dans le processus conjoint d'enseignement/apprentissage, depuis les conditions d'enseignement jusqu'aux objectifs personnels des apprenants adultes ou les finalités éducatives inscrites dans les programmes de l'enseignement scolaire.

Le colloque vise à interroger la diversité des méthodologies interculturelles, tant sur le plan des fondements que des pratiques, en relation à la variabilité des contextes d'enseignement et d'apprentissage du FLE/S. Il s'agira donc d'examiner en quoi le cadre culturel de référence affecte la mise en place des dispositifs didactiques. Mais, au-delà de la spécificité de toute action en contexte, il s'agira aussi de rendre compte d'un savoir qui puisse être transféré à d'autres acteurs et à d'autres environnements.

Le programme s'articulera autour de deux axes de recherche, un axe théorique et un axe empirique, envisagés sous le double aspect de l'enseignement (théories, méthodes, profils d'enseignants, stratégies d'enseignement, élaboration de matériel didactique) et de l'apprentissage (facteurs sociolinguistiques, profils d'apprenants, stratégies d'apprentissage, etc.). Il concernera plusieurs catégories de publics.

Le colloque est organisé par la Cellule FLE et le Centre de recherche en didactique des langues et littératures romanes (CEDILL) du Département d'Études romanes de l'Université catholique de Louvain, sous le patronage de l'ASDIFLE, qui organisera ses XXII<sup>e</sup> Rencontres à ces mêmes dates (pour la première fois, en Belgique).

Il se déroulera à Louvain-la-Neuve, sur trois jours, du 20 au 22 janvier 2005, et

prendra surtout la forme de symposiums, mais comportera aussi des conférences plénières, des communications réunies dans des ateliers thématiques et une table ronde.

Les thématiques des symposiums et des ateliers sont déterminées par les contextes d'application des approches interculturelles. Elles touchent aux fondements théoriques et aux pratiques interculturelles dans les enseignements primaire et secondaire des pays non francophones, les lycées bilingues, les classes à forte présence de jeunes issus de l'immigration, les classes de primo-arrivants des pays francophones, les cours d'alphabétisation, les cours de français sur objectifs spécifiques, l'enseignement supérieur et universitaire, la formation initiale et continue des enseignants, la préparation des élèves et des étudiants aux échanges scolaires (particulièrement dans le cadre européen), le contexte de la mondialisation.

Les participants peuvent s'inscrire individuellement ou en groupe dans un des symposiums ou ateliers précités. Néanmoins, les membres du Comité scientifique se réservent le droit de proposer des modifications dans la programmation de ceux-ci.

La sélection des communications se fera d'après les critères suivants: le lien avec la thématique, l'explicitation du cadre théorique et de la problématique, l'explicitation de la méthodologie, l'analyse des résultats obtenus ou du moins un aperçu des résultats escomptés, l'originalité de la communication (qui ne devra pas avoir été présentée ailleurs).

Les résumés des communications sont à rédiger en police Times 12, interligne simple, au format RTF. Une première page mentionne le(s) nom(s) de(s) l'auteur(s), le nom de son (leur) département et laboratoire ou centre de recherche, les adresses institutionnelles et les courriels, ainsi qu'un numéro de téléphone. Une deuxième page comporte le titre et le texte de la proposition (entre 500 et 600 mots maximum).

L'ensemble doit parvenir exclusivement par courriel à l'adresse suivante: [geron@rom.ucl.ac.be] au plus tard le 30 mai 2004. C'est le 15 septembre 2004 au plus tard que les auteurs sauront si leur intervention est acceptée et dans quel cadre elle sera présentée. Si celle-ci prend place dans un symposium, le texte devra parvenir aux organisateurs le 30 novembre au plus tard.

## YEAR OF LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL) and co-sponsoring organizations proclaim 2005 the **Year of Languages in the United States**. Its primary objectives are as follows:

- Leave no American behind in the opportunity to learn at least two languages.
- Every American citizen should have the opportunity to learn to communicate in at least two foreign languages in addition to the mother tongue.
- Promote a world where multilingualism and cultural understanding prevail.
- Help sponsor more than 50,000 foreign language related activities in the U.S. at both the local and the national levels.
- Celebrate the history and use of all languages in the U.S. including those languages indigenous to the country.
- Sponsor workshops, conferences, competitions, theatrical performances, language festivals, and other activities.
- Involve students, parents, schools at all levels of instruction, academic disciplines other than foreign languages, and leaders locally, statewide, and nationally.
- Involve language teachers, American historians, civics educators, U.S. and world history teachers, teachers of international and global education, Native American educators, TESOL teachers in the U.S., heritage language groups and educators, museums and museum educators, The United Nations, U.S. representatives to the United Nations, special ties to UNESCO and the European Union, educators in the Western Hemisphere, Ministries of Education in the Western Hemisphere, Foreign Embassies and Consulates in the U.S., U. S. embassies and consulates abroad, U.S. Department of State, U.S. Department of Education, the U. S. Congress, members of the Executive branch including the President, U.S. ethnic and immigrant groups and social clubs.

### REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. 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 34 for more information.

# AATF NATIONAL COMMISSIONS

## Commission on Community Colleges

### Denise McCracken, Chair

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## Commission on Cultural Competence

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## Commission on Middle Schools

### Janel Lafond-Paquin, Chair

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## Commission on Professional Teacher Standards

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## Commission on Telematics and New Technologies

### Michèle Magnin, Chair

Dept. of Modern Languages  
University of San Diego  
San Diego, CA 92110  
E-mail: [mmagnin@sandiego.edu]

## ESPACE FRANCOPHONE

Le site internet Espace Francophone [www.espacefrancophone.org], qui sera mis en ligne dans le courant du printemps 2004, constitue un Portail Internet à destination d'un très large public: pas simplement éducatif francophone mais francophile néophyte. En Louisiane, au-delà des nombreux enseignants en français immersion, français langue étrangère ou dans le circuit traditionnel, ce sont les communautés créoles, cadiennes, indiennes qui sont ciblées. Et au-delà de la Louisiane, ce sont tous les enseignants des États-Unis qui sont visés pour ce qui est du contenu éducatif et toutes les personnes intéressées à la Francophonie en général, à la louisianaise en particulier.

Ce site s'intègre au projet fédéral lancé par l'Ambassade de France à Washington de création du Centre de Ressources au French Education Project de Louisiana State University à Baton Rouge.

L'Espace Francophone assure également la promotion de la médiathèque du Bureau Audiovisuel du Consulat Général de France à la Nouvelle-Orléans par le biais d'extraits vidéo d'émissions culturelles et éducatives disponibles par "streaming" et par téléchargement.

Pour tout renseignement, veuillez contacter: [xavier.cabo@diplomatie.gouv.fr].

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## CONVENTION REGISTRATION SUPPLEMENT SPECIAL ACTIVITIES FORM

This form should accompany a regular convention registration form (to be found on-line at [www.2004atlanta.org]). Please use it to sign up for the following activities which are open only to AATF members.

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

I wish to receive the convention roommate list. (Note: The first list will not be generated before mid-April when enough registrants have requested it.)

AATF Awards Luncheon (\$45 per person) Thursday, July 22, 12:00-2:00 p.m.

\_\_\_\_\_ tickets x \$45

Total: \_\_\_\_\_

Academic Credit (1 graduate credit through Webster University) @ \$105

\_\_\_\_\_

Total enclosed: \_\_\_\_\_

## AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established 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 and 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*, 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 24 and is posted on the AATF Web site at [www.frenchteachers.org].

### REMINDER TO FDLM SUBSCRIBERS

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 30 to notify the AATF or send an e-mail to [akwalsh@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

## 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 2004 is deductible on your 2004 income tax return.

## SUMMER OPPORTUNITIES

"L'Acadie d'hier et d'aujourd' hui" will offer a unique combination of academic presentations and seminar-level discussions, as well as tailored briefings by site curators, historians, and folklorists as the institute moves through Acadia in time and space. The institute will be conducted entirely in French. The institute, held in Maine, Nova Scotia, and New Brunswick, will take place from June 23 to July 1, 2004.

For a more complete description, application forms, deadlines, and cost information, go to: [www.umaine.edu/canam/default.htm] or contact: Raymond J. Pelletier, Associate Director, Canadian American Center, University of Maine, 154 College Avenue, Orono, ME 04473; telephone: (207)581-4227; fax: (207)581-4223; e-mail: [Raymond.Pelletier@umit.maine.edu]

Sponsored by the Northeast National Resource Center on Canada (The Canadian-American Center at The University of Maine, the Canadian Studies Program at the University of Vermont, and the Center for the Study of Canada at Plattsburgh State University of New York).

The National K-12 Foreign Language Resource Center at Iowa State University is presenting the following 2004 summer institute. For more information contact their Web site at [www.educ.iastate.edu/nflrc]:

Rethinking the PK-12 FL Curriculum: Intrinsically Interesting, Cognitively Engaging, Culturally Connected, and Articulated, July 27-August 6, 2004, Leaders: Helena Curtain, Carol Ann Dahlberg

The focus of this institute is on designing and teaching curricula that are content-related, cognitively challenging, culturally rich, and which spiral and articulate across PK-12 levels of instruction. This institute will enhance the skills of PK-12 classroom teachers of all languages and the skills of teacher educators and supervisors who prepare pre- and in-service teachers. Pairs or teams of teachers from the same school district who represent the various program levels are encouraged to attend. This institute will be held on the ISU campus in Ames, IA. For an application and information on cost and full and partial scholarships, visit the NFLRC web site listed above or contact the NFLRC, Telephone: (515) 294-6699; Fax: (515) 294-2776; E-mail: [nflrc@iastate.edu]. Application deadline:

**April 30, 2004**

## WORLD CONGRESS OF FRENCH TEACHERS

ATLANTA JULY 19-23, 2004!

# 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      \_\_\_\_\_ *Société honoraire*      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:** \_\_\_\_\_

\_\_\_\_\_ Check here if the student's name should NOT be placed on the award Web site.

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

Credit Card # (Visa or MC only) \_\_\_\_\_ Exp. \_\_\_\_\_

# NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2004 is “**Speak French and Understand the World: Parler français et comprendre le monde.**”

## ESSAY CONTEST

**Deadline:** Postmarked by **October 15, 2004.**

**Send to:** David Graham, 344 Trim Road, Morrisonville, NY 12962.

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2004. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

**Judging Criteria:** Theme relevance, originality, written expression.

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

## POSTER CONTEST

**Deadline:** Postmarked by **October 15, 2004.**

**Send to:** Helen Lorenz, 4120 Eldorado, Plano, TX 75093.

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2004. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the poster. Submissions with incomplete information will not be judged.

Posters must measure 18" x 24" and have a flat surface with no moving parts. No three-dimensional posters accepted. No glue is to be used. Tempera paint, india ink, markers, flairs, or crayons may be used. Use white poster paper. Mail entries flat. The judging divisions are:

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

**Judging Criteria:** Visual impact, theme relevance, originality. (Remember that the use of color is important to visual impact. Large areas of white reduce the visual impact of the submission.)

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

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



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

	<b>Quantity</b>	<b>Total</b>
Bumper Stickers: <b>National French Week: November 5-11</b> [2 for \$1; 10 for \$4]	_____	_____
Pencils: <b>La Semaine du Français: du 5 au 11 novembre</b> [4 for \$1]	_____	_____
Buttons: <b>On est les meilleurs!</b> [1-25 @ 65 cents each; more than 25 @ 50 cents each]	_____	_____
Balloons: <b>National French Week: La Semaine du Français</b> [8 for \$1]	_____	_____
<b>**SPECIAL:</b> Order 25 of each item (100 items total) for \$25 (represents a 20% savings)	_____	_____
<b>Invitations:</b> Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes]	_____	_____
<b>Posters:</b> Copies of the 2003-2004 promotional poster included in this issue are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @\$1.50 each.	_____	_____
<b>T-shirts</b> (blue with white logo design) _____ T-shirts x \$10 _____ L _____ XL _____		
_____ T-shirts x \$11 _____ XXL _____		

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

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

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

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

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

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

## FLAT STANLEY FLIES TO FRANCE

Last year, when my daughter was in second grade, her class took part in the "Flat Stanley" project. If you are not familiar with this, it is a project where students cut out a little paper doll, named Flat Stanley, and mail him off somewhere along with a letter explaining that Stanley was accidentally flattened underneath a blackboard and is now traveling the world via the postal service.<sup>1</sup> The recipients are asked to show Flat Stanley around their town, take pictures with him, and mail him back, along with pictures, postcards, letters, etc., to the sender. The second-graders in my daughter's school were asked to send their Flat Stanleys outside of the U.S., and when the responses came in, their teacher, Mrs. Donna Cardineau, took the opportunity to teach the children about the country from which the response was sent. It was a wonderful way for these children to learn about world geography—personalized, engaging, and relevant to their interests.

Since we have close friends in France, my daughter, Emilie, sent her Flat Stanley to our friends, and I included a French translation of the Flat Stanley letter, so our friends' daughter, Eurielle, could take Stanley to school. Eurielle's teacher also thought this was *une idée formidable*, so she took pictures of the school and all the school children holding Flat Stanley, and she sent back a lengthy letter, signed by all of the children, telling my daughter's class about life in France. The letter came back in French, so I translated it into English for my daughter's teacher, and Emilie's class, in turn, wrote letters back to Eurielle's class in France. It proved to be a wonderful exchange.

Beyond the tangible benefit of receiving personalized mail, I believe this activity also has intangible, and indeed more profound, benefits. Through Flat Stanley, the seeds of cross-cultural understanding may be sown. When the letters returned, from France and elsewhere, the children were curious about cultural similarities and differences. This is the first stage of "empathy toward other cultures," the necessary first step on the path towards tolerance of other cultures and understanding of other value systems as outlined by Nostrand, Grundstrom and Singerman in their work on *Acquiring Cross-Cultural Competence: Four Stages for Students of French*. As language teachers, there are numerous ways for us to encourage students to embark upon this journey of cross-cultural understanding. The Flat Stanley Project allows us to add the following possibilities:

Have our students write a letter, in French, explaining how Stanley came to be "Flat." Send these letters off to a penpal/e-pal class in a Francophone country. Request return

of Flat Stanley, along with pictures, letters, etc. (See the Flat Stanley Project web site for classrooms in Francophone countries, notably parts of Canada, who have signed on to participate in the project.)

As the Flat Stanley Project seems to be geared more toward elementary-level students, we can offer to team up with a colleague at the elementary school. When the younger students receive responses in French, we can ask our more advanced students to aid not only in the translation of the responses, but more importantly in the explanation of cultural specificities described in the letters.

By shipping Flat Stanley off to France, and elsewhere in the Francophone world, we can support cross-cultural exchange, encourage cross-cultural understanding, and promote the learning of French.

Sarah Jourdain  
Stony Brook University (NY)

### References

Brown, Jeff. *Flat Stanley*. New York: Harper Collins, 1964.

Nostrand, H., Grundstrom, A. & Singerman, A, eds. *Acquiring Cross-Cultural Competence: Four Stages for Students of French*. Chicago, IL: NTC, 1996.

The Flat Stanley Project: [<http://flatstanley.enoreo.on.ca/>]

<sup>1</sup>The "Flat Stanley" Project is based on the Flat Stanley works by author Jeff Brown. More information about Flat Stanley can be found at: [<http://flatstanley.enoreo.on.ca/>]

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

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

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

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

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

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

## 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.

**NATIONAL FRENCH WEEK**  
**NOV. 5-11, 2004**

### **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, 500 Montaigne Drive, Lafayette, LA 70506-6308, E-mail: [[htknox@juno.com](mailto:htknox@juno.com)] or from the web site at [[www.frenchteachers.org](http://www.frenchteachers.org)].

## Parlé vs. L cibRlanguaG?

Le moyen préféré des jeunes pour communiquer aujourd'hui s'appelle le «cyberlangage». Le langage «tchat» et «sms» est un moyen d'expression immédiate, utilisé dans les forums de discussions ou «chat», dans les mini messages ou textos échangés sur les téléphones portables..., et qui consiste à faire passer un message qui présente beaucoup d'amibuités, dont le déchiffrement requiert un temps d'adaptation à l'œil non averti et qui possède ses propres règles, présentes dans la netiquette. D'une certaine façon, il pourrait être comparé aux hiéroglyphes par la coexistence de plusieurs procédés dont certains sont représentés par des graphèmes classiques de type abréviation (tjs=toujours, bjr=bonjour...) Et d'autres où le signifiant<sup>1</sup> se réduit à une fonction phonétique (g=j'ai, NRV=énervé...). C'est un langage pouvant être décrit comme un écrit oratoire (le «parlécrit»<sup>2</sup>) complexe. Il se compose à la fois d'un mélange de lettres, d'abréviations, d'onomatopées (mouahaha, pff...), de sigles et d'ellipses. Certains vont aussi utiliser des idéogrammes: les célèbres «smilies» qui permettent de retranscrire un sentiment éprouvé (par exemple “:-(“ indique la déception ou la tristesse...) Des expressions argotiques, du franglais, du verlan et même des chiffres—«A1 de C4» soit «à un de ces quatre», c'est-à-dire «à bientôt»—tout cela dans le but de communiquer rapidement. Le cyberlangage tend à se propager, mais doit-on craindre une dérive de la langue française? Le «noyau dur» de la langue définit par Claude Hagège pourrait-il être affecté? Ce n'est peut-être après tout qu'une mode, une preuve de l'adaptation de l'homme à un nouveau milieu, ou encore un phénomène condamné à rester dans une sphère limitée. De plus, ça ne serait pas le premier bouleversement que la langue soit supposée avoir connu: Raymond Queneau et ses doukipudontktan, confuciussonnal, sanct-lao-stuaire...dans *Zazie dans le métro*, publié en 1959, ne fut-il pas accusé par les puristes d'attenter à la langue française?

### Explication de linguistique:

<sup>1</sup>signifiant/signifié: selon la conception de Ferdinand de Saussure, la sémiologie représente la langue en terme de signes dont la conception comporte une notion à deux faces: un signifiant (c'est-à-dire la forme concrète, acoustique ou graphique, du signe) et un signifié qui désigne le contenu sémantique. L'ensemble des réalités à quoi renvoyer le signifiant.

<sup>2</sup>parlécrit: il s'agit d'un mot-valise. Un mot-valise est constitué de deux mots assemblés par télescopage pour n'en former qu'un. Il

faut que la dernière syllabe du premier mot fasse le même son que la première syllabe du deuxième mot. En l'occurrence, les mots «parlé» et «écrit» ont été assemblés pour mettre en évidence l'oralité de ce mode de communication qui n'est pourtant qu'écrit.

### Sources:

Jacques Anis. *Internet, communication et langue française*. Paris: Hermès Science, 1999.

Philippe Hert. *La quasi-oralité de l'écriture électronique*.

Reprinted with the permission of Alain Volclair, Directeur pédagogique, *Paroles du sud-ouest*, N° 2 (décembre 2003). To see the entire issue or to obtain further issues go to their web site [www.bls-frenchcourses.com].

## THE FRENCH REVIEW WELCOMES ARTICLES FOR SPECIAL ISSUE ON FRENCH-SPEAKING CANADA

The *French Review* is pleased to announce a special issue devoted to the literature, culture, and pedagogy of French-speaking Canada. This volume will be in honor of the AATF meeting to be held in July 2005 in Quebec City. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French Review* for formal considerations. The deadline for submission to the Editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717 will be **August 1, 2004**. Only submissions from current AATF members will be accepted.

## NEW CD AVAILABLE ARCHITECTURAL WALKING TOUR OF PARIS

The AATF now has available a CD entitled: "Paris: A Walking Tour of Selected Buildings." Designed for architects, this excellent CD has a wealth of still and video photography of 24 Paris buildings and monuments, including the *Musée d'Orsay*, *la Grande Arche*, *la Bibliothèque nationale*, *la Cité des sciences*, *la Pyramide du Louvre*, and the *Centre Pompidou*. For each building, there is a brief introduction in English, a series of still photographs of the features of the building, a series of video clips of each building, as well as a site map.

The AATF would like to thank Jeff Roberts of New World Design Partnership for providing us with this excellent resource for French teachers.

\_\_\_\_\_ CDs x \$12.50 = Total enclosed \_\_\_\_\_

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Tel: \_\_\_\_\_ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

## 2004 SUMMER PROGRAM IN BELGIUM

La Communauté Française Wallonie-Bruxelles Belgique offre deux bourses d'été à des membres de l'AATF pour participer à un stage de perfectionnement en langue française à l'Université de Liège, Belgique [www.ulg.ac.be/islvfr]. Droits d'inscription (tuition), logement, assurance maladie et repas sont couverts par les bourses qui ont été attribuées pour 2004. Paying teachers and students are welcome: First come, first served! Cost: approximately 1175 euros (tuition, lodging, excursions, meals).

### Description du programme:

Dates: 5-23 juillet 2004 (3 semaines)

Logement: résidence universitaire située au centre de la ville de Liège à trois minutes de l'université; chambre individuelle avec salle de bains et cuisine à partager. La chambre est réservée dès le 4 juillet et jusqu'au 24 juillet midi.

Cours: 45h de cours de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)

3 ou 6 crédits peuvent être obtenus selon les universités américaines. Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale. Week-ends: libres—maintien du logement For more information and application, please contact

Éliane De Pues-Levaque, Représentante permanent, Bureau Wallonie-Bruxelles en Louisiane, [walbrula@aol.com]

For paying students: Mme Laurence Wery, Université de Liège, [laurence.wery@ulg.ac.be]



New Volume From The AATF  
Commission on Cultural Competence

## *Le Québec aujourd'hui. Identité, société et culture*

Marie-Christine Weidmann Koop, ed.

Presses de l'Université Laval, 2003  
ISBN 2-7637-8032-6. Pp. xi + 309. Can \$30.  
May be ordered from [www.ulaval.ca/pul](http://www.ulaval.ca/pul)

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- La politique d'une société distincte et plurielle - Louis Balthazar
- Le Québec au sein de la fédération canadienne: entretien avec Stéphane Dion - Dominick De Filippis

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- Arts et traditions populaires du Québec: la protection de la culture « vivante » - Lise Fournier

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- L'organisation des études québécoises aux États-Unis: le rôle de l'American Council for Québec Studies - Émile J. Talbot
- L'Association internationale des études québécoises (AIÉQ) et le Québec comme objet d'étude - Robert Laliberté

Appendice - Brève chronologie du Québec - Marie-Christine Weidmann Koop

### AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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



American Association  
of Teachers of French  
Année \_\_\_\_\_

M., Mme/Mlle

est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Carbondale, Illinois, États-Unis d'Amérique  
le \_\_\_\_\_ pour servir et  
valoir ce que de droit.

La Secrétaire générale

## What's New in the French Review?

Vol. 77, No. 5 (April 2004)

Articles include:

- "What Students Do and Do Not Know about Paris" (J. Gill)
- From le Moko to le Pew: Pépé's Transmogrifications" (E. Ousselin)
- "Young Beur Heroes: Helping Students Understand Tensions of Multicultural France" (S. Magnan)
- "Poupée, anale nationale ou la Marianne malade d'Alina Reyes" (C. Hanania)
- "Hard to Swallow: A Not-So-Postmodern Reading of Patrick Modiano's Postmodern Œuvre" (C. O'Keefe)
- "Réquisitoire et témoignage: l'œuvre d'Abdelhak Serhane" (E. McKee)
- "Anticolonialism and Misogyny in the Writings of Isabelle Eberhardt" (M. Chilcoat)

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

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 5-11, 2004**

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

### SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)]. Click on National Headquarters, and you will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies.

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; e-mail: [[htknox@juno.com](mailto:htknox@juno.com)]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

# MOTS CHASSÉS:

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Exercices sur l'article «la Vie des mots» paru dans la *French Review*, Vol. 77, No. 2 (December 2003). Le corrigé se trouve à la page 30.

- I. Répondre aux questions suivantes en utilisant *ni... ni...*
1. Les frappes aériennes et les obus ont-ils arrêté la marche de cette armée?
  2. Cette traduction est-elle de votre compétence ou de celle de votre professeur?
  3. Ce soldat aurait-il été tué par un tueur isolé ou par une balle perdue?
  4. Ce dictateur utilisera-t-il encore des armes chimiques ou des armes classiques?
  5. Que préférerais-tu? Avoir le nez qui coule constamment ou avoir de démangeaisons sur tout le corps?
- II. Mettre le pronom relatif voulu (*qui, que* ou *dont*) et modeler votre phrase (vous pouvez y ajouter des termes).
1. être soigné / interne en médecine / C.H.U. / travailler.
  2. objectif / bombes / atteindre / être / arsenal.
  3. fusil à longue portée / utiliser / tireurs d'élite / fabrication française.
  4. tanks / puissance de feu / énorme / utiliser / guerre Moyen-Orient.
  5. ces munitions / usage / contester / Croix Rouge / diviser / multiples fragments.
- III. Former des phrases exclamatives à partir de ce qui vous est proposé ci-dessous.
1. Ces images de liesse nous réjouissent.
  2. Cette scène est horrible.
  3. Il a beaucoup souffert dans cette guerre.
  4. J'ai eu un «rencard» sympathique avec cette fille.
  5. Les sbires du dictateur ont commis des meurtres épouvantables.
- IV. Donner des équivalents en langue familière aux mots et expressions soulignés.
1. Ce n'est pas de ma compétence.
  2. N'exagère pas cette histoire!
  3. Où as-tu mis ton argent liquide?
  4. Son petit ami l'a abandonnée.
  5. Il travaille dans une entreprise qui paie bien.
- V. Complétez les phrases suivantes par un mot ou un groupe de mots.
1. Il a été tué dans le \_\_\_\_\_ de son véhicule.
  2. Cette ville bombardée est \_\_\_\_\_ d'eau.
  3. J'ai fait du ski dans une belle neige poudreuse; c'était \_\_\_\_\_.
  4. Mon oncle a des idées vieillottes, il est complètement \_\_\_\_\_.
  5. Au tympan de l'église romane de Vézelay il y a un Christ \_\_\_\_\_.
  6. Comme il a beaucoup d'argent il a pu se payer une télévision \_\_\_\_\_.
  7. Beaucoup de personnes âgées vivent sur \_\_\_\_\_.
  8. Les pays du Moyen-Orient tirent leur richesse de leurs \_\_\_\_\_.
  9. Le Président Kennedy a été tué par un \_\_\_\_\_.
  10. En France, les médecins généralistes doivent être de \_\_\_\_\_ une nuit par semaine.

Colette Dio, Nancy, France

## 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 [abrate@siu.edu].

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## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-1998) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The 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. Information regarding J-STOR is available at [www.jstor.org].

## ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at

[www.languagepolicy.org](http://www.languagepolicy.org)

## CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 77, No. 2 (December 2003). Les activités se trouvent à la page 29.

- I.
  1. Ni les frappes aériennes ni les obus n'ont arrêté la marche de cette armée.
  2. Cette traduction n'est ni de ma compétence ni de celle de mon professeur.
  3. Ce soldat n'aurait été tué ni par un tireur isolé ni par une balle perdue.
  4. Ce dictateur n'utilisera plus ni armes chimiques ni armes classiques.
  5. Je n'aimerais avoir ni nez qui coule constamment ni avoir de démangeaisons sur tout le corps.
- II.
  1. J'ai été soigné(e) par un interne en médecine qui travaille au C.H.U.
  2. L'objectif que les bombes ont atteint est un arsenal.
  3. Les fusils à longue portée qu'utilisent les tireurs d'élite sont de fabrication française.
  4. Ces tanks dont la puissance de feu est énorme ont été utilisés pendant la guerre au Moyen-Orient.
  5. Ces munitions dont l'usage a été contesté (ou: est contesté) par la Croix Rouge se divisent en multiples fragments.
- III.
  1. Combien nous réjouissons ces images de liesse! (ou: Comme ces images de liesse nous réjouissons!)
  2. Quelle horrible scène!
  3. Comme il a souffert dans cette guerre!
  4. Comme ce rancard a été sympa!
  5. Quels meurtres épouvantables ses sbires ont commis!
- IV.
  1. dans mes cordes; 2. N'en fais pas un porte-avions!; 3. planqué ...
  - cash; 4. l'a larguée; 5. boîte
- V.
  1. l'habitable; 2. privée; 3. super (ou: le top); 4. ringard; 5. En Majesté;
  6. haut de gamme; 7. leur passé;
  8. gisements pétroliers; 9. tireur isolé; 10. garde

## Surf the Web

Visit the AATF Web site at  
[\[www.frenchteachers.org\]](http://www.frenchteachers.org)

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire*

## FRANCOPHOBIA: HOW DO WE RESPOND?

In a column published in the *New York Times* (18 September 2003), Thomas L. Friedman provides ample evidence that Francophobia is still alive and well and that it will not simply fade away through benign neglect. His opening remarks add fuel to the fire of those who would bash the French no matter what: "France is not just our annoying ally. It is not just our jealous rival. France is becoming our enemy." Friedman belittles and undermines France's call for the United Nations to play a greater role in Iraq, a position that the Germans and Russians, among many other countries, also support. He concludes that "France wants America to fail in Iraq," a statement that has no basis in fact but serves his rhetorical purposes. Friedman's further statements about how radical Muslim groups in France would be energized by an American defeat in Iraq confirm that he understands little about the French, including French Muslims, and apparently is not interested in actually informing himself about French realities.

At a time when we need to heal the rift between France and the U.S. by having both sides listen to each other (something the two governments may be doing better than the media give them credit for) and to other countries of the world, irresponsible and bombastic journalism is definitely not the answer—nor is the continued exploitation of stereotypes and simplistic, anti-democratic arguments.

In an article published in the *USA TODAY* of 25 September 2003, Barbara Slain makes the point that President Chirac certainly does not hate America though France does not always agree with American policies. In fact, Chirac knows the U.S. and lived here in the 1950s. During his stay he operated a forklift at the Anheuser-Busch brewery in St. Louis and studied at Harvard, where he worked as a soda jerk at a Howard Johnson's. And yes, he had an American girlfriend. He also speaks fluent English and expressed surprise at what he called the "emotional, almost irrational reactions" against France in the American news media, reports Slain. On the other hand, Chirac also claims to feel at ease with President Bush whom "he has always felt was warm and friendly." The same article points to polls that show a "slight diminution of anti-French feeling" as Americans have begun to question "the wisdom of the Iraq invasion and the difficulties the U.S. is having in securing the peace." A USA TODAY/CNN/GALLUP poll from mid-September 2003, which is cited immediately after Slain's article, found that 66% of Americans regard France as an ally

or a friend, an increase of 8 percentage points since April. Six percent see France as an enemy, compared with 9% after the ouster of Saddam Hussein. A quarter (25%) of Americans see France as "unfriendly," compared with 4% three years ago. It is the 25% figure which is troubling, especially in light of the cordial reception most Americans who traveled to France in the summer of 2003 received.

It seems to me that one reason for the high "unfriendly" characterization is once again the negative stereotypes perpetuated not only by the popular press and so-called serious press, but also by talk show hosts such as Jay Leno and David Letterman, who jumped on the French-bashing bandwagon in early 2003. Millions of Americans watch these personalities and parrot their cheap shots about so-called French cowardice during the world wars without ever considering the millions of brave French who died or were wounded during World Wars I and II. Simplistic and hateful comments like these should be challenged and were by Molly Ivins, a syndicated columnist. They show how easy it is for the "big lie" to gain ground through the air waves. By the same token, there was only minimal coverage when French soldiers spirited 100 Americans to safety in Liberia in the late spring.

One probing analysis of the reasons for such stereotypes, and there are many reasons, was offered by Nina Bernstein in an article of 2 October 2003 which appeared in the *New York Times*. Bernstein says that despite France and Germany taking the same position on the Bush administration's policies in Iraq, "France's president got the cold shoulder and columnists' heated denunciations." For Americans, she says, "World War II permanently inoculated Germans against 'the wimp factor' and branded the French indelibly as sissies." So, the image of France as the country of "haute couture" and perfume, not to mention free love and sexual pleasures unimagined, and of Germany as the home of heavy industry and technological mastery, continues to win out in spite of France's position as the world's fourth largest economy, the manufacturer of the TGV (the fastest train in the world), one of the world's top two exporters of defense products, the fourth largest producer of automobiles, and the world's third largest military power. The list goes on and on, and readers should consult Richard Shryock's article, "French: The Most Practical Foreign Language," in the September 2003 issue of the *National*

*Bulletin* for other noteworthy and stereotype-breaking information.

In her article Bernstein goes on to show how, since the days of FDR, the French have been portrayed through the use of negative feminine traits, a tactic which has served to undermine the legitimacy of French points of view on the international scene. For example, in 1953 *Life* magazine "likened the French government to 'a big can-can chorus.'" She cites Frank Costigliola's book, *France and the U.S.: The Cold Alliance since World War II*, as the source for this and other examples of stereotyping. Bernstein also quotes Ann Douglas, author of *The Feminization of American Culture*, who states that "The constant need to denigrate France—and feminization has always been the way to go—is because France has always maintained a separate voice." Ultimately, as many of us have argued, our relation to France is one of attraction and repulsion—attraction to the romance of France and good living, but repulsion for a country that can have its cake and eat it too, and disagree with us if it chooses to.

On the positive side, a poll by TV5 USA cited in the September 2003 issue of the *National Bulletin* shows that 25% of all American households are Francophiles, which translates into 60 million people, including six million adult Francophones. Francophiles were defined as those who are very interested in various aspects of French culture and/or travel to visit countries where French is spoken, and/or were a student of French while in school and/or embrace the French culture.

One can see that Americans are divided in how they view the French. What we must do as teachers, scholars, and citizens is to continue to point to the facts and history of our two countries to counter the stereotypes that continue to dominate public discourse. This means writing letters to the editor, to radio and television stations; taking issue with negative statements by colleagues in other disciplines or people in our communities who try to denigrate the French by making untrue statements or try to convince our students not to take French. We must also insist on everyone's right to an opinion even if it differs from ours. That means trying to understand different perspectives and contexts. Though stereotypes will always be with us, we do not have to let them go unchallenged and we must not do so if we are to bring reason to irrational times.

Christopher Pinet  
Montana State University

## 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 as of 9/1/03



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

<u>Quantity</u>	<u>Size</u>	<u>Cost</u>
_____ 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 \_\_\_\_\_

## 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 [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 \_\_\_\_\_

### **TANT QU'ELLE CHANTE, ELLE VIT** *apprendre le français grâce à l'héritage de Carole Fredericks*

This program, a joint venture of the AATF and CDF Music Legacy, LLC, is based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. The packet includes six music videos and a workbook featuring des exercices pédagogiques. Because Carole was a protegee of Jean-Jacques Goldman, he has written a special tribute about her for the workbook.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; fax: 618-453-5733.

*Tant qu'elle chante, elle vit* video and workbook  
\_\_\_\_\_ set(s)

\$40 per set (member price); \$45 (non-member). Includes postage & handling.

Total enclosed \_\_\_\_\_

\_\_\_\_\_ Check enclosed. Make check payable to AATF.

\_\_\_\_\_ Credit card (Visa or Mastercard only)

Exp. date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Daytime telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_



# **CONGRÈS MONDIAL 2004 ATLANTA** **FIPF & AATF / 19-23 JUILLET 2004**

# 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.

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

## PROMOTION OF FRENCH

**NEW CD!** *Architectural Walking Tour of Paris* provides still and video footage of 24 Parisian buildings. \$12.50 (members)/\$15.00 (nonmembers)

*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)

*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

**NEW!** *Video: Tant qu'elle chante, elle vit* presents the music videos of Carole Fredericks. Includes 6 music videos featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying activities and guide. \$40.00 (members)/\$45.00 (nonmembers)

*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 (nonmembers).

## MEDALS AND AWARDS

~~*La Minerve*, 41 mm bronze (from government mint in Paris) \$22.00. Discontinued.~~

*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

*75<sup>th</sup> Anniversary AATF pin*. Each \$4.00.

## OTHER MATERIALS

**NEW!** *Martinique: L'île aux fleurs* T-shirt, white with outline of island on front. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

*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)

*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.

## 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 cœur de l'Amérique."* Black nylon with handles. \$10.00 (while supplies last).

*AATF 75<sup>th</sup> 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 5/31/04.

# CALENDAR OF EVENTS

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS**, May 1-4, 2004, Portland, OR. Information: AAAL, 3416 Primm Lane, Birmingham, AL, 35216; E-mail: [aaal@primemanagement.net]; Web: [www.aaal.org].

**COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO)**, June 8-12, 2004, Carnegie Mellon University, Pittsburgh, PA. Information: CALICO, Southwest Texas State University, 214 Centennial Hall, San Marcos, TX 78666; Telephone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org]; Web: [www.calico.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: [www.2004Atlanta.org].

**INTERNATIONAL CONFERENCE ON IMMERSION AND CLIL EDUCATION**, September 2-5, 2004, Kokkola, Finland. Information: Jaana Laitinen, E-mail: [jaana.laitinen@kokkola.fi]; Web: [www.kokkola.fi/sivistystoimi/conference.htm]

**AMERICAN TRANSLATORS ASSOCIATION**, October 13-16, 2004, Toronto, CA. Information: ATA, Telephone: (703) 683-6100; FAX: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 18-21, 2004, Chicago, IL. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

**AMERICAN COUNCIL FOR QUEBEC STUDIES BIENNIAL CONFERENCE**, November 18-21, 2004, Château Frontenac, Quebec City, Canada. Information: Conference Chair, Raymond Pelletier, Canadian-American Center, University of Maine at Orono, 154 College Avenue, Orono, ME 04473; e-mail: [raymond\_pelletier@umit.maine.edu].

**MODERN LANGUAGE ASSOCIATION OF AMERICA (MLA)**, December 27-30, 2004, Philadelphia, PA. Information: MLA, 10 Astor Place, New York, NY 10003-6981; Fax: [(212) 477-9863]; E-mail: [convention@mla.org]; Web: [www.mla.org].

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**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, February 24-26, 2005, Charlotte, NC. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 10-12, 2005, Columbus, OH. Information: Patrick T. Raven, Executive Director, PO Box 251, Milwaukee, WI 53201-0251; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, March 29-April 2, 2005, San Antonio, TX. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 31-April 3, 2005, New York City. 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: [www.dickinson.edu/nectfl].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 7-10, 2005, Quebec City. 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: [www.frenchteachers.org].

**AMERICAN TRANSLATORS ASSOCIATION**, November 9-12, 2005, Seattle, WA. Information: ATA, Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 18-20, 2005, Baltimore, MD. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

## CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards [www.frenchteachers.org].

## SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our conventions, and support the work of the AATF. You will find their names in the advertising pages of every issue of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements. Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Any company or group that states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know about it.

## MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 15 for information concerning the 3-for-1 offer for a year's free membership.*

## AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to the *Babillard* on the AATF Web site [www.frenchteachers.org]. We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file.

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$5 charge for members living outside the U.S. 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].

**ATLANTA  
CONVENTION  
JULY 19-23, 2004**

## REMINDER: IMPORTANT DEADLINES AND DATES

April 30, 2004	Deadline for nominations for AATF Vice-President (see page 2) Deadline for applications for Summer Institute at Iowa State NFLRC (see page 23)
May 30, 2004	Deadline for submissions for <i>Colloque sur la didactique interculturelle</i> (see page 21)
June 15, 2004	Deadline for applications for AATF National French Week Grants (see page 3) Deadline for reduced registration fee for Atlanta <i>Congrès mondial</i> (see page 5)
June 28, 2004	Deadline for making reservations at the Atlanta Hilton for the <i>Congrès mondial</i> (see page 5)
July 1, 2004	Deadline for submissions for Sartre Conference (see page 13)
July 19-23, 2004	<i>Congrès mondial des professeurs de français à Atlanta</i> (see pages 5, 11-12, 17-19)
August 1, 2004	Deadline for submissions for special issue of the <i>French Review</i> on Québec (see page 27) Deadline for submissions to the September issue of the <i>National Bulletin</i>
October 15, 2004	Deadline for submissions for AATF National French Week Essay and Poster Contests (see page 25) Deadline for Fulbright Teacher Exchange Applications for Academic Year 2005-2006 (see September 2003 issue)
November 5-11, 2004	National French Week

**Watch for updates on our Web site:  
[www.frenchteachers.org](http://www.frenchteachers.org)**

## CONVENTION INFORMATION

- ◆ Registration - see pages 5
- ◆ Travel & Hotel - see page 5
- ◆ Academic Credit - see page 22
- ◆ Convention Highlights - see page 5

All information is on the AATF Web site at

**[[www.frenchteachers.org](http://www.frenchteachers.org)]**

## NOTICE TO FRENCH TEACHERS

In the most recent issue of the *NECTFL Review*, No. 54 (Spring 2004) an article appears regarding food allergies "When Culture Kills? Food Allergies and the Foreign Language Curriculum," by Terry A. Osborn. I urge you to read this article because it has a high level of relevance to our classroom activities. Certainly we would not want to inadvertently endanger the life of any student. Particularly significant is the fact that a person with severe allergic reactions who may not be in the room but in a nearby location can be affected by what we cook in our classroom. To request a copy of the article contact Northeast Conference on the Teaching of Foreign Languages, Dickinson College, Carlisle PA 17013-2896; telephone: (717) 245-1977.

J.B.G., Editor



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