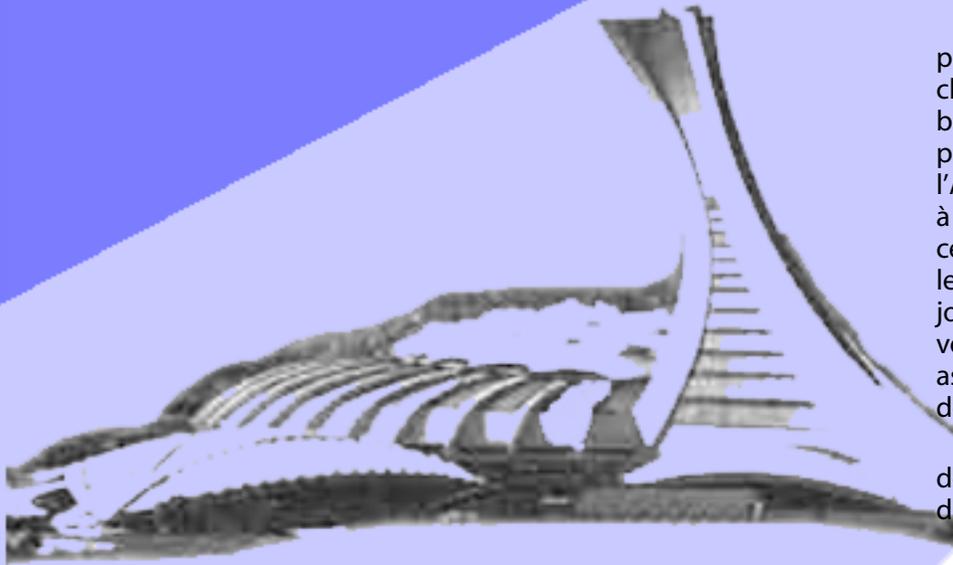


# AMERICAN ASSOCIATION OF TEACHERS OF FRENCH NATIONAL BULLETIN

Volume 36, No. 3 January 2011



## Préparation au congrès

Préparez-vous pour le congrès de Montréal du 6 au 9 juillet prochains. Vous pouvez vous inspirer des livres sélectionnés pour le 2011 *AATF Book Club* (page 15) ou des films proposés pour le *Cinema Club* (page 14). Planifiez votre voyage (page 27) et profitez de votre séjour à Montréal pour participer pleinement à la vie culturelle de la ville (page 2). Le stage sur le Québec organisé par Marie-Christine Koop (page 12), le stage AP à *McGill University* (page 14) ainsi que les bourses offertes aux membres de l'AATF (page 25) sont toujours des options complémentaires.

## Candidatures et bourses

Posez votre candidature ou nommez un(e) collègue pour le *Dorothy S. Ludwig Excellence in Teaching Award* (page 13) ou pour le *Language Matters Award* sponsorisé par Intercultural Student Experiences (page 33). Proposez un projet pour un *AATF Small Grant* (page 5).

## Pour les élèves

Soumettez le nom de votre meilleur(e) élève pour l'*Outstanding Senior in French Award* (page 22). Si vous enseignez aux plus jeunes, vous pouvez les faire participer au *FLES\* Poster Contest* (page 20). Si vous connaissez un(e) étudiant(e) qui se prépare à une carrière d'enseignant(e), parlez-lui du *Walter Jensen Scholarship for Study Abroad* (page 26). N'oubliez pas non plus la Société Honoraire de Français (pages 4, 26) et le Grand Concours [[www.frenchteachers.org/concours](http://www.frenchteachers.org/concours)] pour reconnaître le travail des élèves.

## Technologie

Inspirez-vous de l'article sur l'utilisation d'un wiki avec une simulation globale (page 23), et tentez l'expérience vous-même. Participez au forum de discussion mensuel, organisé par la Commission sur la Télématique et les nouvelles technologies (page 21). Les archives des discussions seront affichées

prochainement sur notre page Facebook.

## Participation à la vie associative

Nous vous encourageons à participer activement à votre chapitre local. Nous avons toujours besoin de personnes qui voudraient prêter leurs talents au travail de l'AATF (voir l'appel aux nominations à la page 11). Vous découvrirez dans ces pages les difficultés auxquelles les associations font face tous les jours (page 7). En même temps, vous verrez comment l'AATF et d'autres associations réagissent face à ces défis (page 10).

Enfin régaliez-vous des idées, des documents et des activités proposés dans ces pages. Inspirez-vous!

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## RENDEZ-VOUS À MONTRÉAL DU 6-8 JUILLET

Le Québec couvre un territoire trois fois celui de la France, 40 fois plus que la Suisse et 50 fois plus que la Belgique. Il s'étend de sa frontière avec les États-Unis jusqu'à l'Arctique. L'explorateur Jacques Cartier est arrivé à Gaspé en 1534 et a pris possession de la Nouvelle France au nom du roi François I<sup>er</sup>.

En 1608, Samuel de Champlain est remonté le Saint-Laurent jusqu'au lieu que les Amérindiens appelaient Kébec. Finalement, en 1642 Maisonneuve a fondé une mission nommée Ville-Marie, qui est devenue par

la suite Montréal, aujourd'hui la deuxième ville francophone du monde.

L'Hôtel Delta Centre-ville où aura lieu le congrès de l'AATF (voir page 27) se situe près du Vieux Port, ce qui donne un accès facile au centre-ville, son histoire, ses commerces, ses musées et ses animations. Et bien qu'il fasse beau, ne négligez pas de visiter la Ville souterraine.

Quelques endroits à ne pas oublier:

Érigé sur un site archéologique important, le **Musée d'archéologie et d'histoire de Montréal**, appelé Pointe-à-Callière, se trouve à deux pas de notre hôtel et invite à une découverte des premières constructions de la ville.

Bâtie entre 1824 et 1829, la **Basilique Notre-Dame de Montréal** est renommée pour sa riche décoration polychrome. Son orgue qui date du 19<sup>e</sup> siècle est un des plus grands d'Amérique du nord. La Basilique est accessible à pied de notre hôtel.

Même plus près de l'hôtel se situe la **Cathédrale Marie-Reine-du-Monde**, construite au 19<sup>e</sup> siècle, et qui est la troisième église du Québec après l'Oratoire et la Cathédrale Sainte-Anne-de-Beaupré.

Situé sur le flanc du mont Royal, l'**Oratoire Saint-Joseph** est un lieu de pèlerinage. Chaque année près de deux millions de visiteurs se rendent à la basilique dont la silhouette blanche domine la ville. Le 17 octobre 2010 le fondateur des lieux, le frère André, a été canonisé à Rome.

Au sommet du **Mont Royal**, vous verrez la croix emblématique de Montréal. Elle rappelle celle plantée par Maisonneuve en 1643. Tous les dimanches, dans le parc du mont Royal, les tam-tams retentissent, et les Montréalais répondent par centaines,



leurs tam-tams sous le bras.

Le **Parc Jean-Drapeau**, situé au milieu du fleuve Saint-Laurent, offre de nombreuses activités. Tout l'été, vous y trouverez des manifestations culturelles, le Casino de Montréal, la Ronde, la Biosphère et le Circuit Formule 1 Gilles Villeneuve.

Site des Jeux olympiques d'été de 1976, le **Parc olympique** abrite la plus grande tour inclinée au monde, construite pour soutenir le toit du stade. Vous pouvez monter en haut par le téléphérique afin de profiter d'une vue imprenable sur la ville. Visitez le stade aussi bien que le Biodôme.

Ces endroits ne représentent qu'une petite partie des sites où vous pouvez découvrir l'histoire du Québec, de Montréal et toute l'aventure française en Amérique du nord.

Des festivals se déroulent tout l'été à Montréal. Pour vous ouvrir l'appétit, voici quelques événements prévus au moment de notre congrès: l'exposition "La Planète mode de Jean Paul Gaultier: de la rue aux étoiles" au Musée des Beaux-arts de Montréal, le Festival international du jazz, le Festival International Nuits d'Afrique, sans oublier "le Festival juste pour rire."

Vous trouverez plus de renseignements sur la ville et les activités à [bonjourquebec.com] ainsi qu'une carte interactive [www.tourismemontreal.org/Planificateurs-de-congres/MontrealTV]. On espère vous y voir nombreux.

### AATF NATIONAL BULLETIN

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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 FROM THE PRESIDENT

Dear friends and colleagues,

*Je vous souhaite à toutes et à tous les meilleurs vœux de paix et de bonheur dans cette nouvelle année.*

One year has passed since I began my tenure as national president. It has been an exciting and fulfilling experience to represent the AATF at state, regional, and national conferences, to meet and converse with government officials, and to work with our outstanding Executive Council and our dedicated Executive Director and her staff. More than ever I am convinced of the worth of what we do as an organization and of the difference we can make to our members.

## Looking forward to Montreal

Unlike some foreign language conferences where it can be difficult to find a session that pertains to the teaching of French, the AATF summer convention is completely relevant and inspiring to French teachers of all levels. We offer a plethora of sessions either in French or on topics of interest to all French educators. Add to that the setting of this year's conference, *Montréal dans la belle province de Québec!* Our theme is: "Culture nord-américaine, langue française." Is there a better way to spend the second week of July than at an AATF convention in a Francophone setting? We are working with several

été!

## Preserving our French Programs

At the beginning of the second decade of the 21<sup>st</sup> century it is truly a sad state of affairs when we have to fight continuously to preserve some of our finest French programs. In speaking about the importance of foreign language study, U.S. Secretary of Education Arne Duncan stated that "Our graduates are linguistically deprived and culturally incompetent." We hear continually that foreign language study is important for so many reasons, yet when money is tight and budgets are slashed, our programs are often abbreviated or cut. It is vital that we all remain vigilant, that we stay informed and involved in the life of our respective institutions. We French teachers must make our programs so important and so relevant that it will become impossible to imagine the school without our presence. Use the Advocacy Wiki to help you convince patrons, parents, and administrators that French is still very relevant in this new century. Publicize your exemplary French program and the achievements of your students, from outstanding results in the *Grand Concours* to service projects that benefit your community or others. Please remember that the AATF is here to help you with resources, programs, and



Ann Sunderland

rises to 32% when grades 7-12 alone are considered. Clearly, we have much work to do. Several ideas were presented for advocating for our language programs. It was suggested that we attempt to track our graduates in order to inform our constituents of their successes in fields related to foreign language study. Another interesting idea was to host an Open House of Language Instruction so that new language methods could be demonstrated. It was stated that our decision makers need to realize that our language classes are "not our parents' foreign language class anymore." It is always important to garner public support and to share our program successes with the media. These are all excellent ideas to enhance the advocacy efforts that AATF has encouraged for a number of years.

There was a significant French

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*Only 18.5% of all American students (K-12) are enrolled in a foreign language class.*

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partners in Quebec to bring you outstanding tours, pre-or post-convention excursions and entertainment options. Prior to the convention we will offer the first AATF Future Leaders Fellowship Program to approximately twenty active members who plan eventually to serve as leaders in their respective chapters. In addition, Truman State University (MO) is organizing an Advanced Placement workshop at McGill University that will follow the AATF convention (see page 15). There are so many reasons to make Montreal your destination of choice for the summer of 2011. I am very confident that we will offer you a quality professional experience while you also benefit from the ambiance of Montreal, the second largest Francophone city in the world. *Venez nombreux à Montréal cet*

connections.

## ACTFL in Boston

I had the pleasure of representing the AATF at the Delegate Assembly prior to the ACTFL conference in November. Marty Abbott presented the new document entitled "Are Students Prepared for a Global Society?" Inside is a wealth of data about foreign language programs throughout the U.S. Did you know that 40% of all language students live in California, Texas, New York, Florida, and Pennsylvania? Did you know that French is the second most studied foreign language in K-12 schools at 14%? All other languages fall far behind French, because the majority of students choose to study Spanish. However, only 18.5% of all American students (K-12) are enrolled in a foreign language class; this figure

presence at this year's ACTFL conference. The AATF sponsored six well-attended sessions. Thank you to those who presented on behalf of the AATF: Alice Cataldi on using a Haitian folk tale to teach culture and language; Lara Lomicka Anderson and co-presenters Sharon Scinicariello, Geraldine Blatter, and Deb Reisinger on Integrating Technology in the French Classroom; Geneviève Delfosse on *le Grand Concours*; Joyce Beckwith and Michael Hebert on Innovations and Collaborations for Promoting French; Janel Lafond-Paquin and Stephen Kiley on the European Union. Jayne Abrate and I presented on Advocating for a 21<sup>st</sup> Century French Program, and I also gave a short presentation on the *Société Honoraire de Français*. There were also several other stimulating sessions for French

instructors on a variety of topics. A day-long pre-conference workshop organized by Catherine Pétilion and the Embassy of France encouraged teachers to "Faites entrer la Francophonie dans la salle de classe." On Saturday those who signed up for the Embassy of France luncheon enjoyed good food, a friendly ambiance, and the opportunity to win several meaningful prizes. Conducted entirely in French, this was a superb opportunity to meet French colleagues and to hear about programs and services.

### Un grand merci

With each New Year we see changes in those who are elected to the AATF Executive Council. This year is no exception. However, we are saying good-bye to an exceptional group of dedicated officers and representatives. Marie-Christine Koop will leave the board after serving this past year as Past-President. She previously served the AATF as Vice-President, and since 2006, has served as President-Elect and then President. Marie-Christine has had a remarkable tenure, chairing three conferences, organizing a two-week seminar in Geneva and Liege, presenting frequently, and representing the AATF at regional, national, and international conferences. Sister Mary Helen Kashuba will also leave the board after serving a term as Vice-President. In addition to many other accomplishments, Sister Mary Helen perfected the art of hosting a convention. Her local committee for the 2010 convention in Philadelphia will always be remembered for their dedication, their hard work, and their attention to detail. We heard so many positive comments about the 2010 convention, due in large part to this very active group of volunteers.

Although three Regional Representatives leave the council each year, it is rare that each has served for a period of six years. We will truly miss the experience and wisdom of our three departing representatives. Alice Cataldi has represented the Mid-Atlantic region with great passion and dedication. She has presented frequently, visited her chapters regularly, and helped with the signing of a Memorandum of Understanding between her state of Delaware and a French *académie*. Randa Duvick, representative of the East Central region, has contributed to the strength of the AATF in many ways. She chaired our Strategic Planning Committee, the Proceedings Committee for the 2010 conference, and the National French Week Poster Contest. Jacqueline Thomas of the South Central region organized a

regional Web site, worked diligently with chapter officers, and gave many presentations. Her promotion of service learning and her advocacy of French programs will be a part of her legacy. It has been a wonderful experience to serve on the Executive Council with these individuals. They have contributed so positively to the AATF; they will be truly missed.

### Bienvenue

It is with great pleasure that we welcome four new members to the Executive Council. Madeline Turan (NY) is our newest Vice-President. Madeline previously served as a Regional Representative where she distinguished herself with her enthusiasm and her work ethic. Christine Gaudry-Hudson (PA) has been elected to represent the Mid-Atlantic chapters, Fred Toner (OH) the East Central region, and Janet Smith (TX) will serve as the new representative for the South Central region. In addition to their work with the AATF, they are active in their local and state foreign language associations. They have many talents and experiences that will prove valuable as they represent the chapters in their regions.

My best to all of you as we begin this New Year. It is my hope that your French programs will thrive as you motivate and inspire your students.

Bonne continuation!



Ann Sunderland  
President

[mmesunderland@frenchteachers.org]

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. 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 Amy Hanson who can be reached at Amy Hanson, AATF Société Honoraire de Français, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (231) 852-4509; E-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

## AATF PUBLICATIONS AVAILABLE

### From the AATF Commission on Cultural Competence:

*La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique*. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25, May be ordered from the AATF Materials Center or on-line store at [www.frenchteachers.org].

A new book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI<sup>e</sup> siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at http://summapub2.googlepages.com. Accompanied by a website with activities and regular update.

*Le Québec aujourd'hui: Identité, société et culture*, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [www.ulaval.ca/pul].

Prices are subject to change without notice.

### From the AATF Commission on French for Business and International Trade

Vol. 1: *Issues and Methods in French for Business and Economic Purposes*, ed. Patricia W. Cummins, 1995, 172 pp., \$24. (while supplies last).

Vol. 2: *Making Business French Work: Modes, Materials, Methodologies*, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+ \$3 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 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www.culturescrossing.com/docs/frost.htm].

Prices are subject to change without notice.

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE AATF SMALL GRANTS

Chers Collègues,

J'aimerais souhaiter à toutes et à tous un heureux et prospère 2011.

## Recrutement

En 2011, l'AATF lancera une campagne de recrutement de nouveaux (et d'anciens) membres. Les effets de la crise économique se font sentir de plus en plus forts. Ceux qui s'intéressent à ce que le français reste parmi les langues offertes dans les écoles et universités américaines devraient se joindre à nous afin de soutenir nos efforts pour sauvegarder des programmes menacés de disparition. Il faut rester vigilants. Il faut promouvoir l'importance du français dans le monde ainsi que les accomplissements des élèves, même les plus jeunes et/ou les débutants. Il est plus difficile de suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs, des échanges, etc. La

inlassablement pour développer des documents et des stratégies de défense pour des programmes menacés et pour répondre aux appels d'urgence de professeurs de français à tous les niveaux.

Si vous vous sentez nerveux quant au soutien d'administrateurs, familiarisez-vous avec les documents suivants sur notre site Web à [www.frenchteachers.org]:

- **Advocacy Depot:** vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;
- **Advocacy Wiki:** vous y trouverez des échantillons de documents, des lettres-types, des articles sur la difficulté relative de différentes langues étrangères, des données culturelles et économiques sur

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 postmarked by **March 1, 2011**: Applications may also be e-mailed to [abrate@siu.edu]. (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2011 are encouraged.

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## *La meilleure défense pour un programme est une offensive calculée, planifiée et soutenue*

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meilleure défense pour un programme est une offensive calculée, planifiée et soutenue pour mettre en évidence la valeur de l'enseignement du français, quel que soit le niveau. Ne restez pas dans un coin en espérant que tout ira bien.

Aidez-nous à contacter tous les professeurs de français à tous les niveaux. Envoyez-nous le nom de membres potentiels. Même si vous ne savez ni le nom ni l'adresse, vous pouvez nous dire qu'il y a un professeur de français dans tel ou tel lycée ou université, et nous ferons les recherches nécessaires. Vous pouvez nous envoyer directement ces renseignements à [www.frenchteachers.org/Recruitment\_Form.htm].

Si vous assistez à un congrès, pensez à repérer les noms d'intervenants qui parlent du français. Nous les contacterons. Si vous organisez un événement dans votre chapitre, pensez à comment vous pouvez le transformer en activité de recrutement. Si vous connaissez des étudiants qui se préparent à une carrière d'enseignant ou des stagiaires, invitez-les à faire partie de notre réseau. C'est le moment de rester solidaires.

## Advocacy

La Commission de l'AATF sur la Défense du français ainsi que le Comité dirigé par Margot Steinhart travaillent

l'importance du français; des témoignages d'anciens élèves; des stratégies qui marchent;

- **Archives du National Bulletin:** il y a des articles sur la promotion du français, des activités grandes et petites pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année.

## Forums

En septembre nous avons lancé des soirées de discussion le troisième jeudi du mois de 18h à 21h (EST). Chaque soirée est consacrée à un sujet différent, et nous allons archiver les discussions sur la page Facebook. Les instructions sont affichées en début de soirée sur la page Facebook (AATFrench) mais tout le monde peut y participer (vous n'avez pas besoin de vous abonner à Facebook) (voir l'annonce à la page 21).

## Congrès régionaux

Si vous assistez au congrès de *SCOLT*, au *Northeast Conference* ou au *Central States Conference*, venez visiter le stand de l'AATF dans le salon des expositions et pensez à participer aux sessions et ateliers organisées par l'AATF.

Jayne Abrate  
Executive Director  
[abrate@siu.edu]



# Outstanding Senior in French Award



Recognize outstanding students!

Students at the high school or university level are recognized with:

- a certificate signed by the AATF President and Executive Director
- a press release for local or school newspapers
- a congratulatory letter to principal or dean
- Outstanding Senior medal, available for an additional charge.



Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:  
[www.frenchteachers.org/hq/outstandingsenior.htm](http://www.frenchteachers.org/hq/outstandingsenior.htm) or [staff@frenchteachers.org](mailto:staff@frenchteachers.org)  
(Basic award: \$25 / Award + medal: \$35)

## SPECIAL OFFER: AATF FLYERS



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

\_\_\_\_\_ 100 copies of each flyer @ \$40 (a savings of \$5)

\_\_\_\_\_ 50 copies of each flyer @ \$20 (a savings of \$2.50)

\_\_\_\_\_ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

\_\_\_\_\_ Check here if you would like 10 additional copies of the Help Wanted flyer for counselors at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_

Send this form and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

# ASSOCIATIONS: PLANNING FOR THE FUTURE

The Joint National Committee for Languages (JNCL) is an umbrella organization currently comprised of sixty-six professional and scholarly associations concerned with languages and international studies. Simply put, JNCL is an organization that exists to provide a forum for interested associations to discuss, plan and address national language politics and policies that affect international education. Its sister organization, the National Council for Languages and International Studies (NCLIS), with a similar but not identical membership, is the advocacy organization that attempts to create and influence these policies and their funding.

Recently, for a number of reasons, many educational and professional (as well as other non-profit) associations have begun reexamining their mission and goals as well as engaging in some form of strategic

and enhance all languages (including English), international education exchanges, and international studies; (2) increase public awareness of and commitment to second language learning and the importance of understanding other peoples and cultures; (3) unify the language and international education communities to speak with one coherent voice on issues of national concern; and (4) provide leadership development for member organizations.

What are the major variables that will impact our mission, goals, and objectives and shape our strategic planning over the next ten years? More importantly, to which of the variables must we respond, which can we influence, and which can we control? KPGM Peat Marwick LLP is currently engaged in an ongoing analysis

our population lovingly known as baby boomers will begin to place major demands on limited public resources. Already the struggle for resources between young and old has serious implications for education and education associations. But beyond simple resource allocation, this demographic raises other questions about decreasing enrollments, teacher replacement, leadership development, and quality of life. Beaver Cleaver's traditional family no longer exists. Currently, a majority of women work outside the home, and within the next twenty years this figure may increase to eighty percent. Single parent families abound and are increasing. The middle class is shrinking as the rich actually are getting richer and everyone is just working harder. Aging parents who are living long enough to become very sick are

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*Global economics has made our products–languages, exchanges, study abroad, international business skills, and cultural awareness–valuable and important.*

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planning. One difference in current planning that seems somewhat different from previous efforts (such as zero-based budgeting or management by objectives) is that the impetus is coming not from the associations themselves but rather from an environment that is changing radically and demands attention.

Last spring at the annual Delegate Assembly, after some very thoughtful preparation by the Policy Committee, JNCL-NCLIS revisited their mission, goals, and objectives in conjunction with strategic planning. Our mission--to enhance opportunities for all Americans to learn and communicate effectively in English and at least one other language--and goals--(1) to unify the language profession; (2) to promote policies that respect and develop the language capabilities of all Americans; and (3) to increase the public's awareness of the importance of providing opportunities for all Americans to learn and communicate effectively in English and at least one other language--remain consistent, although they were sharpened and clarified.

A set of four objectives were developed to guide and inform our strategic plan which is, as it should be, a work in progress: (1) initiate, promote and defend national, state, and local policies that encourage

of changes impacting public organizations and public services entitled "Organizations Serving the Public: Transformation to the 21<sup>st</sup> Century." They found a "crisis of expectations" facing governments, agencies, education and nonprofit organizations brought on by "changing demographics, increasing political frustration, a new economic contract, advances in technology and internal organizational pressures..." Unaware of this continuing study, the JNCL-NCLIS Policy Committee met in mid-August and identified five very similar variables that must be addressed by JNCL-NCLIS and their member organizations: demographics, economics, politics, technology, and professional demands/interests.

These variables are much too complex, diverse, and even unpredictable to be discussed in any detail here. They are, however, the factors that we as a profession are going to have to deal with over the next few years. This is simply an initial and inadequate attempt to identify them and suggest a few of their implications.

Demographics, particularly aging, are not an influence we can control. Nonetheless, it certainly has a serious impact and major consequences. In twelve to fifteen years, that one-third of

demanding time, resources, and angst. Perhaps as a result, people are less inclined to join associations and civic organizations. When they do, they tend to be less political, less involved, and more demanding.

If current immigration trends continue, within the next two decades the U.S. will become a minority majority nation. Will these trends continue to expand the lower economic tier and create further demands on limited resources? Immigration has obvious implications for our member associations concerned with bilingual education and English as a Second Language. Beyond this, however, there are other issues that affect all of our associations and society such as multiculturalism, anti-immigrant sentiment, the English Only movement, and the stresses placed on schools and educators. Will we continue to treat knowledge of a first language other than English as a problem rather than a resource?

Economics is the art of fitting limited resources to unlimited demands. What is changing is the context in which this is taking place. One estimate is that now during the course of our working lifetime, we will have three careers and seven jobs. While the economy is strong, only

individuals with college degrees have experienced real increases in their incomes over the last twenty years. College tuition continues to skyrocket and outpace income growth. Even the most successful companies are downsizing, rightsizing, and bitsizing. Education is being urged to follow suit using the private sector as an example. This approach needs to be examined very carefully. Reforms based on "the university as a corporation" model have been a disaster. It will be difficult for most education nonprofits to become "lean and mean" since we are already emaciated and irritable. We need to be aware that the public and private sectors are very different creatures, and while we can learn from each other, we have different needs and goals.

Perhaps the most relevant economic factor for JNCL-NCLIS and our members is the transformation of national economies into part of the global economy. Global economics has made our products--languages, exchanges, study abroad, international business skills, and cultural awareness--valuable and important. The Foreign Language Assistance Act began life as part of the Omnibus Trade Act, and the Japanese Technical Literature Act was administered by the Commerce Department. The industrial age has been replaced by the information age, and communication is the vehicle.

Distrust, devolution, and deficit reduction are present characteristics of American politics. Single issue politics and ideological purity also are currently in vogue. In democratic government the pendulum swings; leaders change, long-term policies are difficult to achieve, change comes incrementally, and reforms come and go. Currently education is "in." Taxing and spending are "out." That obviously creates some contradictions. In the last election, everyone loved education. The love affair, however was by no means bipartisan, nor was it with the current education "system." There appears to be a good deal of agreement, even among educators, that American education needs to be fixed, changed, or reformed. Whether reform is giving blocks of education money to the states, national tests and assessments, charter schools, vouchers, home schooling, distance learning, standards, school-to-work, and/or opportunities to learn remains to be seen. Standards appear to be fairly widely accepted, and assessments may be inevitable. All of us, not just our students, will have to master (cope

with) technology, but it is not a panacea.

Changes in technology and changes created by technology have produced an information age full of promise and challenge. Technology now necessitates and facilitates life-long learning. The Internet provides us with instant information from anywhere in the world, but it is communicative anarchy. E-mail allows us to communicate information instantly, whether it is accurate, thoughtful, and tactful or not. In short, there is a good bit of trash out there. Even when accurate, information is not knowledge and communication is not understanding. More and more, the role of educators may be to make this distinction and to remind everyone that technology is the servant, not the master.

Not only can we communicate instantly, we can do it from anywhere. Order a pizza while driving home (you may get anchovies). Call your answering machine while grocery shopping and dictate a letter (thirty seconds or less). Call your cell phone company while walking down the street, and by pushing number after number you can eventually get information about your bill (don't try to talk to a real person). By walking up to the right machine, you can get money anywhere in the world (whether you have it in the bank or not). Buy your gas with plastic (don't ask to have your oil checked). Technology is unquestionably creating a societal revolution as great as any that has gone before. Physical location may become irrelevant, privacy impossible, information overwhelming, access instant, time immaterial.

What is the organizational context in which these variables are going to interact?

Associations, in general, and education associations, in particular, tend to resist change. All factors considered, however, it seems unlikely that our associations in ten years will look like they do now. The complexity of society is going to require associations to handle complex problems while facing demands for simple, immediate, and cheap solutions. Most associations have and represent a variety of vested interests. Balancing and negotiating compromise among members will put even greater strains upon associations, particularly those who do not have clear missions, goals, and purposes. Member empowerment may become more important as issues of control, hierarchy, and management are

resolved. In the future, association effectiveness and even survival may depend on how well we address such concerns as streamlining, cooperating, sharing, focusing, and performing.

Finally, demographics and economics are variables over which we have no control but to which we must react. This doesn't mean that we can be impassive. Immigration, English only, the rising cost of higher education, changing enrollments, and global competitiveness are matters of importance to us. To react properly and effectively, we will have to read the trends accurately and plan accordingly.

NCLIS was created to influence the politics and policies that affect language and international studies professionals. We have been successful beyond our most optimistic expectations, but to continue to influence policy we will have to be prepared to adapt, adjust and compromise. Continuing to have a professional, knowledgeable Washington "presence" will remain essential. On another front, however, empowering our members to engage in successful advocacy also will be necessary for the next century. Technology is a tool that we must master and control. Issues of the nature and quality of materials in the information age clearly are our responsibility. Shaping our organizations and associations to respond to this responsibility, among others, and to the needs of our members is why we exist.

J. David Edwards

JNCL-NCLIS Executive Director

[jde@languagepolicy.org]

Note: This article was first published in the late 1990s. It proves the old adage, "Plus ça change...."

## AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



# REGIONAL REPORTS

## REGION V: EAST CENTRAL

The chapters of Region V provided professional development activities for their members and other French teachers as well as opportunities for students to improve their knowledge and skills. They worked in various ways to increase membership in the AATF and to spread word about the AATF and the ways in which the organization supports teachers.

### Professional Development

Immersion activities take different forms...

- Northwest Indiana sponsors a monthly potluck *soirée d'immersion* in members' homes.
- In Ohio, the AATF partners with Wright State University to sponsor an immersion workshop for current and pre-service teachers. The 2010 version featured sessions on authentic media and instructional strategies. The Ohio Chapter also sponsors a yearly immersion weekend at Mohican State Park.

- The Indiana Chapter sponsored a *dictée* just for fun at its meeting at the state foreign language teachers association conference.
- The Kentucky Chapter is working with Bruno Boddaert, representative of the *Académie de Grenoble*, to help teachers develop partnerships, exchanges, and other programs of mutual interest between Kentucky schools and French schools. This is in addition to the existing relationship between Kentucky and the *Académie de Dijon*.

### Student Opportunities

Indiana Chapter members bring their students to the annual state *Concours* with competitions in songs and skits and other ways for French students to show their knowledge.

The Ohio Chapter assists with the annual *journée d'immersion* for high-school students held at Wright State University (this also provides service-learning opportunities for Wright State students).

teachers whose students currently participate and at convincing non-participating teachers of the value of the *Concours*.

In other membership efforts, members of the Northwest Indiana Chapter wrote personalized letters to French teachers in their region who were not members. The letters included a schedule of events for the coming year and a membership form.

### Congratulations...

...to Detroit Chapter members Suzie Martin and Marge Mandl who won the "Best of Michigan" prize at the October 2010 Michigan World Language Association Conference with their presentation "*C'est le fun* in French Class." They will reprise their session at the 2012 Central States Conference.

...and welcome to new Ohio National French Contest Administrator Judith Bates. Judy taught French in Ohio schools for many years before retiring in 2009; her school colleagues often called her "the Organized One!"

On a personal note, I would like to offer my thanks to the members and in

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*Many take advantage of their state foreign language meeting to recruit members and to give publicity to their activities and teacher support.*

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- The Detroit and Michigan Chapters welcome participants from other chapters to their longstanding immersion weekend at Camp Dainava. 35 participants cooked, sang, hiked, and spoke French, with activities focusing on *la Bretagne*.
- The West Virginia Chapter held a full-day immersion at West Virginia State University with games, interactive activities, and a presentation on a student exchange between American students and students from Benin.

Among other professional development events...

- A teachers' workshop co-sponsored by the Northwest Indiana Chapter and Valparaiso University focused on the AATF Advocacy Wiki.
- The Ohio Chapter sponsors a Book Club with discussion at the Ohio Foreign Language Association meetings. The 2010 selection was *Où on va Papa?* Discussion notes can be found at [<http://aatfohio.wordpress.com>]. They have chosen *Syngué Sabour: Pierre de patience* as their 2011 selection.

### Membership and Publicity

AATF chapters have a strong presence at their state language association meetings. Many take advantage of this occasion to recruit members and to give publicity to their activities and teacher support.

The Tennessee Chapter organizes a luncheon at the TFLTA meeting, held in addition to the French immersion activity that kicks off the conference. The Kentucky Chapter sponsors an immersion dinner on one evening of the state World Language Association Conference.

The Indiana and Michigan Chapters both held raffles for free AATF memberships, a way of introducing teachers to the benefits of membership.

Michigan AATF members were particularly visible at the 2010 MTWLA conference, presenting over 15 French-focused sessions. In particular, Marge Mandl presented on her very successful National French Week event (described in the September 2010 *National Bulletin*).

National French Contest Administrator Mijo Pappas (MI) gave a presentation on the pedagogical implications of the *Grand Concours* aimed at assisting

particular the officers of the chapters of Region V as my second term as Regional Representative comes to an end. It has been an incredible experience to get to know you and work with you as we move forward with the teaching of French. Your dedication and work on behalf of our profession and our colleagues are invaluable.

Submitted by  
Randa Duvick  
Region V Representative  
[[randa.duvick@valpo.edu](mailto:randa.duvick@valpo.edu)]

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## CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [[www.frenchculture.org](http://www.frenchculture.org)]; click on "About Us," then "Regional Offices."

# CAL BOARD OF TRUSTEES STATEMENT OF THE NATIONAL K-12 FOREIGN LANGUAGE SURVEY

November 2010

In the increasingly interconnected world of the 21<sup>st</sup> century, Americans must be able to communicate effectively in English and other world languages. Yet while countries around the world are implementing language programs that position their students to become multilingual world citizens, results of a recent national report by the Center for Applied Linguistics (Rhodes & Pufahl, 2010) reveal that opportunities for U.S. students to learn a foreign language have declined:

- Foreign language education has decreased dramatically at the elementary and middle school levels over the past decade, erasing gains made in previous decades.
- Public schools are less likely to offer foreign language instruction than private schools. In addition, rural schools and schools with a high percentage of low-income students are less likely to offer foreign languages than urban and suburban schools and schools with more affluent students. Many schools offer no foreign language instruction at all.
- The vast majority of elementary school foreign language programs do not have a goal of high-level language proficiency for their students.
- Articulation of language programs from one level to the next is frequently ill-planned or not planned at all.
- There is an acute shortage of qualified foreign language teachers.

The Board of Trustees of the Center for Applied Linguistics is alarmed by these trends and considers foreign language education in the U.S. to be in a state of near crisis. Reversing these trends and meeting the need for a language-competent U.S. citizenry will require a comprehensive long-term strategy that makes language learning a national priority. CAL's Board endorses the report's recommendations, urging those responsible for education policy and practice to do the following:

- Emphasize the need for high-quality foreign language education and make foreign language teaching and learning a priority in the K-12 curriculum.
- Ensure equal access to foreign language instruction for all U.S.

students regardless of income, location, or type of school.

- Encourage and facilitate the establishment of intensive, long-term language programs that enable students to reach a high level of proficiency.
- Support foreign language teaching that begins in the early grades and continues through high school graduation, with instruction being carefully articulated so that each level builds on learning from the previous level.
- Work with institutions of higher education to increase the number of certified language teachers and ensure that they are prepared to provide high-quality instruction.

Our nation's capacity to maintain national security, promote international cooperation, compete effectively in a global economy, and enhance our domestic well-being depends on our ability to communicate in other languages and across cultures. It is time to heed the calls for action by countless organizations, business leaders, government agencies, and individuals to acknowledge the well-documented individual and societal benefits of foreign language learning and to incorporate foreign languages into the core curriculum at every level of education and in every community across the nation.

## Reference

Rhodes, N. C., & Pufahl, I. (2010). Foreign language teaching in U.S. schools: Results of a national survey. Washington, DC: Center for Applied Linguistics. [www.cal.org/about/foreign-language-survey.html]

Reprinted from [www.cal.org/about/foreign-language-survey.html] with permission from the Center for Applied Linguistics.

## 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.

# CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following 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 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 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.

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. Contributions are tax deductible.

**SEE YOU IN MONTREAL!**

**July 6-9, 2011**

## AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2012-2014.

According to the constitution, the duties of AATF Vice-Presidents are as follows: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follows:

To serve and assist at the discretion of the President:

- by attending executive council meetings;
- by attending the full annual conference of the AATF;
- through excellent communication skills;
- through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF; see mission statement at [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF:

- promotion and advocacy;
  - recruitment;
  - leadership development.
- Additional areas of focus could include, but are not limited to:
- development of materials centers;
  - development of resource packets;
  - development of Web sites;
  - inter-commission liaison;
  - grants and scholarships;
  - workshops and other presentations;
  - support of commission projects as needed;
  - correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the Chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2012 and run for three years, renewable for another three years.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Montreal in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, **March 1, 2011**. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Send your nominations and address any questions to Jane Black Goepper at [jbg@fuse.net] no later than **March 1, 2011**.

## AATF SEEKS NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for **Region I** (New England—Connecticut, New Hampshire, Maine, Eastern Massachusetts, Western Massachusetts/Vermont, Rhode Island), **Region VI** (West Central—Chicago/Northern Illinois, Downstate Illinois, Iowa, Minnesota, Greater Kansas City, Greater St. Louis, Wisconsin), and **Region VIII** (Southwest—Arizona, Northern California, San Diego, Southern California, Hawaii, New Mexico, Nevada, Utah) for a three-year term, 2012-2014.

Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative. Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. Therefore, in this election year, nominees from the Greater St. Louis and Northern California Chapters are ineligible. An incumbent is eligible for a second term in Region I.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Catherine Daniélou at [danielou@uab.edu] by **March 1, 2011**. The committee will contact nominees to submit their *curriculum vitae* and a personal statement.

## 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. 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. [address@frenchteachers.org]

	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	

# CARREFOUR CULTUREL

The AATF Commission on Cultural Competence is always busy with various activities.

I am organizing a graduate seminar entitled "Quebec Society and Culture" through the University of North Texas (UNT). It will be held on line June 6-July 1, and then in Montreal (McGill University) and Quebec City (Université Laval) July 9-24, immediately after the AATF convention in Montreal (July 6-9). Participants will have the opportunity to earn 6 graduate credits. All participants will receive a \$1200 scholarship from UNT; thanks to a grant from the Canadian government, an additional \$1000 competitive scholarship is available with an application deadline on **February 1, 2011**. Prerequisites: graduate admission at UNT. Additional information is available at [www.forl.unt.edu/programs/summer].

You may know Professor Manfred Overmann of the *Pädagogische Hochschule* or Teacher Training College in Ludwigsburg (Germany), who has participated in our AATF conventions; he has designed and maintained two popular Web sites, the *Site portail du professeur de FLE* at [http://portail-du-fle.inf] and the *Portail multimédia sur le Québec* at [www.cours-quebec.info]. He has extended an invitation to AATF members to participate in his new

project, *Portail de la Francophonie*. Contributions should be courses or modules ready to be used in the classroom, 5-10 pages in length, at the elementary, intermediate, or advanced level. For more information, please contact him at [overmann@ph-ludwigsburg.de].

Our two most recent volumes are available:

1. *France in the Twenty-First Century: New Perspectives/La France au XXI<sup>e</sup> siècle: nouvelles perspectives* (Summa, 2009) which can be ordered from Summa at [http://sites.google.com/site/summapub2/newreleases2008].

2. *La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique*, special issue of *Dialogues et Cultures* (Nr. 56, 2010) [www.fipf.info/index.php?post/2010/04/08/Dialogues-et-cultures-n-56] which can be ordered from the AATF Materials Center [www.frenchteachers.org/hq/materials/swissbelgvol.pdf] or in the On-Line Store.

Please visit the Commission Web site at [www.forl.unt.edu/~koop/aatfculture.html] if you have ideas for projects of a cultural nature.

Marie-Christine Koop  
Commission Chair  
Past-President  
[koop@unt.edu]



## NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS & POSTERS

Flyers produced during the national PR campaign for French are now available. Professionally-designed, four-color flyers highlight why French is still the language to study. Copies of promotional postcards to be sent to local administrators will be sent free of charge with all orders.

- \_\_\_\_\_ 50 copies of The World Speaks French flyer @ \$25
- \_\_\_\_\_ 100 copies of The World Speaks French flyer @ \$40
- \_\_\_\_\_ 1 copy of The World Speaks French poster @ \$4 each
- \_\_\_\_\_ 10 copies for \$20 \_\_\_\_\_ 25 copies for \$50 \_\_\_\_\_ 50 copies for \$75
- \_\_\_\_\_ 3-inch World Speaks French stickers @ 50 cents each
- \_\_\_\_\_ 25 pencils for \$6.25 \_\_\_\_\_ 50 pencils for \$12.50 \_\_\_\_\_ 100 pencils for \$25
- \_\_\_\_\_ World Speaks French pocket folders @ \$2 each
- \_\_\_\_\_ Check here if you would like 10 administrator postcards at no additional cost
- \_\_\_\_\_ Check here if you would like 25 administrator postcards at no additional cost

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_

Send this form and payment to AATF/FLI, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2012, a cash award, and a one-year subscription to *Le Français dans le Monde*. An official presentation will be made at the AATF Awards Banquet in Montreal in July 2011.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2011**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

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

## TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents will be **February 1, 2011**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

## EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

## NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or electronically in .pdf format to [abrate@siu.edu]. The nomination must be postmarked no later than **February 1, 2011**.

## 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)

## QUEBEC CINEMA CLUB

As outlined in the September *National Bulletin*, the Quebec Cinema Club 2011 will begin this month with the film *The Rocket: The Maurice Richard Story*. After *The Rocket*, films will be presented in chronological order as follows: *Mon oncle Antoine*, *La Grande Séduction*, *C.R.A.Z.Y.*, and *Un été sans point ni coups sûr*. As previously noted, all include English subtitles and are easily obtainable via mail-order through Archambault in Montreal at [www.archambault.ca]. Many, if not all, are also available through [Amazon.com] or [Amazon.ca] and other sources.

In presenting each film, suggestions will be offered examining the distinctive features and universal themes of Quebec cinema as well as other guidelines for showing the film in class. Although these films offer a representative view of various aspects of Quebec life, and can be used in high school classes, teachers should understand that mainstream Quebec films differ from their American counterparts in theme, vocabulary, and sexual content. I will advise club members in advance of any scenes which might cause negative reactions from school administrators or parents. As always, teachers should view the film in its entirety before showing it in class.

A Web site has been developed for the club at [https://sites.google.com/site/aatfqqc]. The site will include references to other Quebec films more suited to college and university classes and for personal enjoyment and appreciation. It will also include the text of past articles in the *National Bulletin*, on-line references to Quebec cinema, and a bibliography contributed by myself and other members. The site will contain as well an article by Heinz Weinman who views Quebec cinema from an historical and political perspective, with Quebec cinema maturing as the province does. Club members are encouraged to submit articles, film titles and references to me at [mrquebec@gmail.com]. References will be added to the site as received.

Our first film, *The Rocket: The Maurice Richard Story* is perhaps the first one I recommend to high school teachers. Interestingly, the film has three titles. The French language title was *Maurice Richard*. It was released in English-speaking Canada as *The Rocket: The Maurice Richard Story*. It was released in the U.S. as *The Rocket: The Legend of Rocket Richard*. There is a great cast, a pertinent perspective on a particular time in Quebec history, a character

known to all *Québécois*, and terrific cinematography.

The star of the film, Roy Dupuis, is one of Quebec's most well known young actors, having appeared in more than fifty movies and television series in Quebec and as Michael Samuelle in the American TV series *La Femme Nikita* broadcast on the USA Network. Other award-winning performances are turned in by Julie Le Breton as Lucille Richard and Stephen McHattie as *Canadiens* coach Dick Irvin.

Through the prism of the sport of hockey, the film offers a view Anglophone/Francophone relations in a pre-“Quiet Revolution” Quebec emerging from the *grand noirceur*. It was chosen for its appeal to a multigenerational audience of both sexes, but will be even more appealing to the boys, particularly those who are hockey fans. Most of the hockey scenes were filmed with professional hockey players. They are listed in the credits, and fans should be encouraged to try to identify them in the film.

This Cinema Club has been created as a labor of love for all those films which have passed before my eyes for all these years. I have found great joy in discovering all the *cinéastes*, actors and actresses who remain largely unknown outside of Quebec.

See you at the movies.

David Graham

[mrquebec@gmail.com]

## AP SUMMER INSTITUTE

Truman State University will offer a French AP Summer Institute in Montreal from July 11-15 at McGill University following the AATF Annual Convention. The Institute, offered by AP Consultant Timothy Farley (Truman State University) and AP Teacher Jane Zeiser (Francis Howell Central High School) will introduce teachers to the AP French Language and Culture Curriculum Framework and help teachers prepare for the AP Audit. Participants will become familiar with backwards design and will work in groups to plan a thematic unit.

Participants will be comfortably housed in a residence hall (\$45 Can. single or \$112 Can. single or double with AC) with some meals provided. Workshop fee (3 hours graduate credit or audit) is \$1569 US. For more information, please contact Dr. Timothy Farley at [tfarley@truman.edu].

## CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 28.

- I. 1. Cette commission n'envoie jamais sa charte.
2. Il faut changer nos comportements dès demain.
3. Vous me dites seulement maintenant: «Participons à cette gay pride.»
4. Cette vidéo ne vaut que 20 euros aujourd'hui.
5. Tu vois beaucoup d'opéras en DVD.
6. Elle vit bien en ne mangeant que des protéines.
7. Il boit beaucoup et ne doit pas prendre le volant.
8. Te sens-tu interpellé par ce show?
9. Pleut-il souvent ici?
10. Cet opéra me plaît toujours.
- II. 1. non; 2. non; 3. non; 4. oui; 5. oui; 6. non; 7. non; 8. non; 9. oui; 10. oui
- III. Substantifs et suggestions de phrases:
  1. (le) formatage; le formatage de cette disquette fut difficile.
  2. (le) zapping; le zapping à la télé est un choix dangereux.
  3. (un) perdant, (une) perdant(e); la société est cruelle pour les perdants.
  4. (une) hallucination; son hallucination a été due à sa cuite.
  5. (le) visionnage; le visionnage de cette vidéo prendra du temps.
  6. (la) résiliation; la résiliation de mon contrat m'a coûté cher.
  7. (une) enquête; l'enquête menée par ce policier n'a mené à rien,
  8. (l')appauvrissement; je suis horrifiée par l'appauvrissement de notre langue argotique.
  9. (le) retrait; le retrait de son permis de conduire l'embarrasse beaucoup.
  10. (la) délivrance; la délivrance de cet acte de naissance est une question de jours.
- IV. Terminer les phrases suivantes par une proposition commençant par Si.
  1. ...s'il avait eu les fonds nécessaires.
  2. ...si les conducteurs allaient moins vite.
  3. ...s'il a des appuis dans le jury.
  4. ...si nous avons été plus vigilants.
  5. ...si ma voiture est en panne
- V. 1. fut donnée
2. fallut
3. signa
4. s'engagèrent
5. prit

**VISIT**  
**theworldspeaksfrench.org**

## 2011 AATF BOOK CLUB *L'INGRATITUDE* BY YING CHEN

Novelist and poet Ying Chen was born in Shanghai but came to McGill University to study creative writing in the late 1980s. Her short novel *L'ingratitude* (Montreal: Babel, 1995) reveals a style that is at once accessible and poetic. The novel deals with a 25-year-old Chinese woman who has been living under her mother's strict discipline her entire life. The story is a retrospective of the unnamed narrator's life as she awaits the arrival of Seigneur Nilou, the one who shepherds souls to the afterlife in her community's belief system. Simply put, the narrator is dead.

The opening scene occurs at her funeral, but the main thrust of the novel involves the events leading up to her planned suicide. The key word is "planned:" the narrator dies, but not how she—or the reader—expects.

*L'ingratitude* is interesting at several levels. It provides insight into a very conservative, non-Western culture, particularly as it relates to the role of women. Although the novel takes place in late twentieth-century China, one sees cultural expectations similar to those that were common to pre-twentieth-century Western literature (Madame de Lafayette or Flaubert). The Chen novel can open discussions of mores of earlier centuries. Chen goes into some detail as to the reasoning behind the mother's conservative stance while earlier writers often take these social norms as a given, needing no explanation.

The mother-daughter dynamics, even if set in a foreign culture, create a certain resonance for anyone trying to establish an identity separate from her (or his) parents, such as high school and college students. The novel opens the possibility for students to discuss or write about their own family relations, as well as their views of their community.

Finally, the novel provides an introduction to split timelines. Although most of the narrative covers the last few months of the narrator's life, it does alternate occasionally with the narrator's post mortem "present" as she vainly awaits Seigneur Nilou's arrival. The timeline of the novel is not confusing, but cues regarding the time setting of a specific chapter are sometimes less obvious than those in many English-language stories. The novel provides a good introduction to contemporary French narrative cues without forcing students out of their comfort zones.

Since the novel deals with the issues

of suicide and (to a considerably lesser degree) sexuality, high school teachers may wish to consider the appropriateness for their particular school. That said, *L'ingratitude* is no more problematic than works like *The Great Gatsby*, *The Scarlet Letter*, or *Brave New World*, which they may be reading in English class.

Steven Daniell  
2011 Book Club Moderator  
Texas Wesleyan University  
[sdaniell@txwes.edu]

## RÉPONSES

au test à la page 30.

1. Hochelaga; 2. les rapides (chutes) de Lachine; 3. Paul de Chomedey, sieur de Maisonneuve; Ville-Marie; 4. la rivière des Outaouais; 5. les Canadiens; 6. 1976; 7. Jean Drapeau; 8. un réseau piéton qui relie toutes les grandes places de Montréal et qui contient de nombreux magasins et commerces, il permet aux Montréalais de circuler à l'abri des intempéries dans tout le centre-ville; 9. les escaliers extérieurs et les balcons; 10. 350°

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## YOUR FRENCH PROGRAM IS WORTH SAVING

What are some of the challenges of declining enrollments? (1) assessing the future of graduate literature programs; (2) going beyond literature to attract majors; (3) encouraging vs. discouraging split majors; (4) dwindling enrollments in grades 5-8; (5) attracting students; (6) assessing the usefulness of French.

What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a "school-to-work" curriculum; (4) languages and literatures as "high culture" subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is presently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

### What is advocacy and how does it differ from promotion?

Promotion is advertising; we tell people what we want them to know about French. *La Semaine du français* is a prime example of this type of campaign. Those who are advocates respond to more fundamental problems at a program level—how to retain or increase necessary funding for a program; how to avoid cuts in requirements or to increase requirements, how to impact school board policies affecting languages.

Former AATF Vice-President Barbara Ransford described her personal battle with the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford related her scramble to round up a coalition of colleagues who could testify about the importance of many

languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before it is needed. "Don't sit back!" she urged members. "Know your constituency and be vocal."

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2) outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, *Alliances françaises*, French-American Chamber of Commerce, world trade organizations, etc.

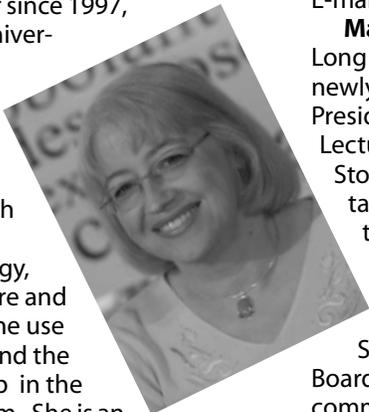
The AATF Advocacy Depot provides many ideas for chapters on how to mobilize their troops at the grass roots level. Former AATF Vice-President "Tennessee" Bob Peckham has developed templates for "New York Needs French/Tennessee Needs French" and encourages local advocates to begin to gather information on the status of French in their state for their own "state Web page." He also needs stories of advocacy projects—those which have worked as well as those which have not—to document and pass on to others. For assistance or to share your story, contact "Tennessee Bob" Peckham at [bobp@utm.edu]. Check out the AATF Web site [www.frenchteachers.org] for updates.

# 2011 AATF EXECUTIVE COUNCIL

President **Ann Sunderland** taught at Truman High School (MO) for 30 years. She has served as President of the Foreign Language Association of Missouri and as AATF Regional Representative and Vice-President. She is also Advertising Manager for the *French Review*. Ann is especially interested in *la Francophonie*. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [mmesunderland@frenchteachers.org]



**Jayne Abrate** (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology and the World Wide Web in the French classroom. She is an *Officier dans l'Ordre des Palmes académiques* and a *Chevalier dans l'Ordre des Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrate@siu.edu]



Vice-President **William Thompson** (Ph.D. Cornell) is also Past-President and National French Contest Administrator of the Tennessee Chapter. He has participated actively in local and national AATF activities, including developing a CD resource for teaching business French for the Commission on French for the Business and Economic Purposes. He is currently Assistant Dean for the College of Arts and Sciences at the University of Memphis. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [wjthmpsn@memphis.edu]



Vice-President **Steve Daniell** (Ph.D. Illinois) spent a year as an *assistant d'anglais* as well as a summer at *Université Laval*. He served as the Alabama National French Contest Administrator 1997-2009, winning the Administrator of the Year Award (2002), and has also served as Chapter President. In August 2009, he became Dean of the School of Arts and Letters at Texas Wesleyan University. E-mail: [sdaniell@txwes.edu]



**Madeline Turan** (M.A. Long Island University), newly-elected Vice-President, is Adjunct Lecturer at SUNY Stony Brook. She taught for more than 30 years in the Sachem Schools (NY). She has served as a Board member and on numerous committees, including Advocacy, for the New York State Association of Foreign Language Teachers. She is a frequent presenter on the use of song in the classroom. E-mail: [chezmadeline@optonline.net]



Before moving to the U.S., the new Editor in Chief of the *French Review* **Edward Ousselin** (Ph.D., Ohio State University) taught French at the *Institut de Touraine* (Tours). He now teaches French film and culture at Western Washington University. A frequent contributor to the *French Review*, he has served since 2005 as Review Editor for Creative Works. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [edward.ousselin@wwwu.edu]



**Michel Gueldry** (Ph.D., *Université de Toulouse*), new Managing Editor of the *French Review*, is Professor of French and European Studies at the Monterey Institute of International Studies (CA). He is the author or editor of four books and has published many articles on language teaching, French civilization, culture, and European studies. E-mail: [michel.gueldry@miis.edu]



**Jane Black Goepper**, Editor of the *National Bulletin* for more than 20 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [jbg@fuse.net]



**Lisa Narug**, Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she "temporarily" filled in as National Chair of Awards. She has served as National Chair for Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various nonprofit associations before returning as Contest Director. E-mail: [legrandconcours@sbcglobal.net]



Region I (New England) Representative **Joyce Beckwith** (MAT-Harvard) is

Director of Foreign Languages for Wilmington, MA Public Schools. A Past-President of the Eastern Massachusetts Chapter and of MaFLA, she now serves as Chapter Treasurer, Assistant Editor of *Pedagogy* for the *French Review*, and Co-Chair of the Commission for the Promotion of French. She is a *Chevalier dans l'Ordre des Palmes Académiques*, a member of the AMOPA National Board of Directors, and a recipient of MaFLA's Distinguished Service Award. E-mail: [jbeckwith@wilmington.k12.ma.us]

**Abbe Guillet** (Goucher College, Columbia University), Region II (New York & New Jersey) Representative, has been teaching since 1988 at C.W. Baker High School in Baldwinsville, NY.

She has also taught English at the *Lycée français de New York* and in Versailles. She has been active in her local foreign language association, served two terms on the board of the New York State Association of Foreign Language Teachers, and was honored to receive the Ruth E. Wasley Distinguished Teacher Award. She has also served as President and Vice-President of the Central New York Chapter. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [anguillet@yahoo.fr]

New Region III (Mid-Atlantic) representative **Christine Gaudry-Hudson** (Ph.D. UNC at Chapel Hill), a French native, is Associate Professor of French and Chair of the Department of Foreign Languages at

Millersville University (PA). She has been the Treasurer for the Susquehanna Valley Chapter since 1993 and has been active in the AATF, ACTFL, the North-East Conference, PSMLA, and several other



organizations. She is currently working on a book on Georges Simenon. E-mail: [Christine.Gaudry-Hudson@millersville.edu]

Region IV (Southeast) Representative **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at the University of Alabama at Birmingham.

She specializes in 17<sup>th</sup>-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with state language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [danielou@uab.edu]

New Region V (East Central) Representative **Fred Toner** (Ph.D. Kansas) is an Associate Professor of French at Ohio University and served as Chair of the Department of Modern Languages. He is the co-director of the Ohio Valley Foreign Language Alliance and Past-President of the Ohio Foreign Language Association. Fred has written articles on foreign language pedagogy and methodology, 19<sup>th</sup>-century French literature, and contemporary French civilization, and is co-author of an intermediate-level French composition textbook. His latest research centers on the minority voice in contemporary France.

Region VI (West Central) Representative **Gregg Siewert** (Ph.D. University of Iowa) is Professor of French at Truman State University (MO). He has been an active participant and presenter in AATF conventions and, most recently, won the *Dictée* contest at the 2005 Quebec Convention. He has received two NEH summer fellowships and is a Past-President of the Foreign Language Association of Missouri. E-mail: [gsiewert@truman.edu]

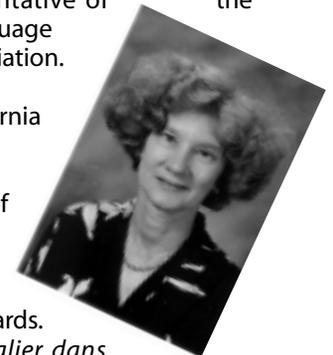


**Janet Smith** (M.A. Houston), recently elected as Region VII (South Central) Representative, worked in both industry and education. She was at *Société Générale* for nine years before returning to education, teaching in the Houston area for over 20 years. She currently teaches at

Westchester Academy, where she was Department Chair, IB CAS Coordinator, and Virtual Learning Liaison. She served as President and Vice-President of the Houston Chapter and is Co-editor of the *Texas Foreign Language Teachers Association Journal*. She published articles and received grants to study in Strasbourg, Bordeaux, and Belgium. She was named Outstanding AATF Chapter Officer (2008).

Region VIII (Southwest) Representative **Anne Jensen** (M.A. Stanford) teaches French at Gunn High School (CA). She recently served as President of the Northern California AATF Chapter and was a representative of the California Language Teachers Association. She has been named California Foreign Language Teacher of the Year as well as receiving many other awards. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [annejensen@att.net]

New Region IX (Northwest) Representative **Ann Williams** (Ph.D. Northwestern) also has a *Diplôme d'Études approfondies* from the *Université Lyon II*. She is currently professor of French at Metropolitan State College of Denver where she teaches courses in language, literature, and culture. She regularly presents at conferences and writes on contemporary French culture, and she has coauthored four college-level French textbooks. E-mail: [gascona@mscd.edu].



# Support the AATF and the Promotion of French in the U.S.



The AATF exists to support teachers of French in the U.S. Our mission is to support all efforts destined to advance the French language and literatures as well as all French-speaking cultures. We encourage collaboration among teachers in the public and private sectors as well as among all levels of teaching. We strive to provide members with the tools needed to advocate for French study and promote the teaching and learning of French in their schools and communities.



In 2007, we launched a special campaign to commemorate the 80<sup>th</sup> anniversary of the founding of the AATF with some special contributor categories:

- \_\_\_\_\_ 80<sup>th</sup> Anniversary Club (\$80)
- \_\_\_\_\_ Sponsor (\$500)
- \_\_\_\_\_ Patron (\$100)
- \_\_\_\_\_ Sustaining Member (\$50)
- \_\_\_\_\_ Other amount

In addition, the Executive Council established special contributor designations and benefits for those who pledge larger amounts:

**Platinum Level Benefactor:** Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$10,000. The Platinum Benefactor will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

**Gold Level Benefactor:** Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$5000. The Gold Benefactor will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

**Silver Level Benefactor:** Awarded to any member with more than 10 years of membership who contributes at least \$2500 in a given year. The Silver Benefactor will receive a framed certificate, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

**Bronze Level Benefactor:** Awarded to any member with more than 10 years of membership who contributes at least \$1000 in a given year to the AATF. The Bronze Benefactor will receive a framed certificate and be placed on the Web site Honor Roll of donors.

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2011 is deductible on your 2011 income tax return.

Your generous donations, which are tax deductible, support our many activities, including

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of 13 AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$10,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [[www.frenchteachers.org](http://www.frenchteachers.org)].

To become a sponsor or benefactor, send your contribution to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

***Avec nos plus sincères remerciements!***



## UNE SOURIS BLANCHE UNE SOURIS MORTE- UN CHRYSANTHÈME

Language teachers need a multitude of short games in their repertoire to access for drill of vocabulary or sentence structure at any given moment. The younger the students, the more a teacher needs tricks up his or her sleeve as students need to change activities more often. The rule of thumb is that a student can focus effectively for about one minute for each year of age. Ten-year-olds then will function best if activities are changed every ten minutes. Any university professor who thinks teaching elementary or middle school classes is easy should spend a day with a FLES\* teacher.

One game that is merely a variation of a chain drill fits in beautifully with the holidays in December. Prepare target vocabulary on index cards (or popsicle sticks which seems more fun). To begin, choose a student to come to the front of the classroom. You may use *Noël* or a birthday as the basis for the game. The first student recites "C'est mon anniversaire..." (or "Le premier jour de Noël..." "....mon ami m'a offert...." At this point he or she chooses a card which is the first gift. Depending on the level of your students, you can simply write the word in French or write it in English requiring recall of the word. If you don't wish to have the written words yet, use the actual objects in a paper bag. Choose a second student to join the first, repeating the same first line. He or she must repeat the first student's gift and then add what is found on the next card. This continues with students adding to the chain one by one. The surprise element is that on one of the cards (or sticks) is the picture of a mouse. With that the game stops and you can begin again with a new set of students. The chain may be three "gifts" long or twelve "gifts" long. The student doesn't know until he turns over the card.

Any vocabulary can fit nicely into this game. With my high school class who appreciate a more gruesome element for the game, we made the surprise card *une souris morte*, and I had a truly horrible battery operated rat from Halloween that added to the fun. Catnip mice or other toys will help make the game more fun as well. To add a cultural element, replace the mouse with *le chrysanthème*—the flower that is used on *la Toussaint* for the cemetery. You would NEVER make a gift to a friend of *un chrysanthème*!

We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; fax: 650-342-7623.

Elizabeth Miller  
Chrystal Springs Uplands School (CA)  
[mmemiller@aol.com]

### 2011 ELECTION RESULTS

**Vice-President: Madeline Turan (NY)**

**Region III: Christine Gaudry-Hudson (PA)**

**Region V: Fred Toner (OH)**

**Region VII: Janet Smith (TX)**

We would like to take this opportunity to congratulate these four Executive Council members and to welcome them to the Executive Council. They were all elected to three-year terms beginning January 1, 2011. We offer our heartfelt thanks to outgoing Vice-President Sister Mary Helen Kashuba, Region III Representative, Alice Cataldi, Region V Representative, Randa Duvick, and Region VII Representative Jacqueline Thomas who have finished their terms, and to Stephanie Schechner, Patt Webb, and Barbara Gilbert for having agreed to run for office. In addition, we would like to thank Marie-Christine Koop for her service to the AATF as she completes the final year of her term as Past-President.



# AATF NATIONAL FLES\* COMMISSION 2011 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2011 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is "Le Voyage des mots: Caligrammes aux textos"/"The Voyage of Words: Caligrammes to Text Messages." This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

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

pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be post-marked by **February 24, 2011**. See the AATF Web site

[www.frenchteachers.org] or the *French Review* for names. Please mail the posters flat, first class, and protected by cardboard.

7. Each Chapter President should send the posters postmarked by March 9, 2011 to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2011 National FLES\* Poster Contest.

Selected winning posters from previous competitions were made into notecards. See page 34 to order.

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

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

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

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

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

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

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

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

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

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

**SIGNATURES (All are required)**

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

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

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

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

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

# AATF NATIONAL COMMISSIONS

## Commission on Advocacy

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## Commission on Community Colleges

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## Commission for the Promotion of French

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## Commission on Telematics and New Technologies

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## Commission on Universities

**Patricia Cummins, Chair**

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## NEW! T-SHIRT

We are pleased to announce a T-shirt based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a *fable*. A new design will be available periodically.



\_\_\_\_\_ T-shirts x \$18 \_\_\_\_\_ S \_\_\_\_\_ M \_\_\_\_\_ L  
\_\_\_\_\_ XL

\_\_\_\_\_ T-shirts x \$19 \_\_\_\_\_ XXL

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

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

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

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

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

## MONTHLY AATF CHATS

The AATF Commission on Telematics and New Technologies is happy to announce the continuation of our monthly chats for the spring semester. The chats will take place on Thursday evenings from 6-9 p.m. (EST). Each month there is a different topic of discussion, and the chats are now archived on the AATF Facebook page. Instructions for logging in to the chat will be posted on the AATF Facebook page (AATFrench), but you do not need to have a Facebook page to participate.

Dates and tentative topics for 2011 are:

- January 20: Advocacy for Preserving French Programs
- February 17: Preparing for the *Grand Concours*
- March 17: Montreal and Quebec

If you have suggestions for future topics, please contact Commission Co-Chair Catherine Ousselin at [cousselin@mv.k12.wa.us].

# AATF OUTSTANDING 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 AATF Member's Name: \_\_\_\_\_

Member's Address: \_\_\_\_\_

Member's Phone: \_\_\_\_\_ (H or W) Member's E-mail: \_\_\_\_\_

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

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

## Name of Administrator to Whom Letter Should be Sent

Name & Title: \_\_\_\_\_

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* \_\_\_\_\_ Pi Delta Phi

Other \_\_\_\_\_

6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Member's Signature: \_\_\_\_\_

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

\_\_\_\_\_ Basic Award Registration (\$25)  
(includes a certificate and press release, congratulatory letter to administrator, 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; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

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

## USING WIKIS FOR GLOBAL SIMULATION: *L'IMMEUBLE*

### Why Use Wikis?

Each year the incoming freshman at Missouri University of Science & Technology complete a survey to provide an overall portrait of the class. In addition to the questions about how much they studied in high school and what their expectations are for life at a university, students are asked about how prepared they feel in various areas. Tellingly, 45% of them reported feeling “not prepared” in the area of foreign languages, while 39% felt “prepared,” and only 16% of students reported feeling “well-prepared.” When it came to computer usage, however, 52% indicated being “well-prepared,” with 39% feeling “prepared” and only 10% “not prepared.” Their comfort level with technology clearly surpasses their comfort with language learning. This is further

wikis (thanks largely to Wikipedia), they quickly learn how to add and edit material on the site. Moreover, I have found that in my class, the on-line format encourages students who feel intimidated speaking in class to actively participate.

### L'Immeuble

For a second-semester French course I taught, my students used a wiki for a semester-long project loosely based on Debysers' *L'Immeuble* (1986), a global simulation in which students create characters who “live” in an apartment building together and interact through activities such as writing correspondence and role-playing.<sup>3</sup> I developed this simulation as a companion project to our regular textbook. Although Debysers' workbook sets the scene in France, I asked students to decide on the

choosing Ajaccio, Corsica as “home” for the rest of the semester. During the next week, as the students were choosing a neighborhood and an address for the building, we consulted maps of the city and learned about its history, culture, and current events, largely via on-line French-language Web sites. Our exploration of Corsica continued throughout the semester as we read articles from Corsican newspapers, watched pertinent videos on YouTube (where they discovered Tino Rossi), and integrated details about the region into the evolving *immeuble* plot.

With the building in place, students worked on creating their alter egos, giving them names, nationalities, professions, physical descriptions, and personalities. My students' *immeuble* housed an elderly cat lady, a Russian

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*Students often acted as their alter egos or referred to one another by their characters' names—during and outside of class!*

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indicated by the fact that 88% of Missouri S&T's incoming freshmen have on-line social accounts before arriving on campus (Missouri S&T 2010). In my language classes, nearly all of my students report using Facebook. Although statistics will vary at other schools, I suspect they would nevertheless show the same trends.

It is clear that students are comfortable interacting in cyberspace and that they enjoy doing so. With this in mind, I began incorporating wiki projects into some of my French courses. This article focuses on one I used for a second-semester language class. Wikis are Web pages that users edit collectively, adding text, photos, videos, message boards, and other types of data. Lee LeFever's YouTube video “Wikis in Plain English” provides a good introduction to the wiki concept [www.youtube.com/watch?v=dnL00TdmLY]. Over the past few years, wiki use in education has flourished.<sup>1</sup> Their versatility makes them adaptable to many kinds of classes, projects, and needs, including peer editing, research projects, and e-portfolios. Most are user-friendly and easy to create. Free wiki space is available from sites such as [wikispaces.com] or [wikidot.com] and many schools have their own spaces.<sup>2</sup> Since students are already familiar with

building's location in order to add a more multi-cultural dimension. Furthermore, empowering them with the choice made it clear that this was their project, for as Debysers states, “L'immeuble est une machine à construire; c'est vous qui allez en être les créateurs et les auteurs” (7). And as Renée Fountain asserts, to maximize the effectiveness of wikis, students must be able to “assert meaningful autonomy over the process” (2005).

I created the original wiki home page, and we spent one class period learning how to use it. In addition to the group pages and message boards that I added, students designed their own individual pages where they posted information related to their alter egos. Throughout the semester, students were responsible for reading and responding to others' posts. The permanently accessible archive of their uploaded materials meant that they could easily refer to previous happenings in the *immeuble*.

At the beginning of the project the class spent a week researching possible Francophone locations for their *immeuble*. Working in small groups, students posted suggestions on the wiki and gave oral multimedia presentations in French to convince their classmates to choose their city. The class then voted,

immigrant, a professional athlete, and a politician, to name a few. Students prepared written introductions of their characters, which they peer edited in class prior to posting them on their wiki pages. In addition, they used Audacity (a free sound editing software available at [http://audacity.sourceforge.net] to record audio clips while in character (i.e., telephone messages to other characters), which they also uploaded. As the characters continued to develop, we began role-playing activities during class. Characters crossed paths in the hallway and made small talk, had lunch with one another and discussed current events or gossiped about other neighbors. I usually assigned specific scenarios for these activities, but occasionally students requested scenarios they had created. Throughout the semester, students added information about their characters' families, political opinions, likes, and dislikes. Often, I planned wiki assignments to coincide with textbook lessons. For example, when we learned vocabulary associated with the body and illness, students wrote, as their characters, about their health and visits to the doctor. When we studied the *passé composé* and the *imparfait*, students revealed information about their characters' childhoods. In honor of

Valentine's Day, they wrote love letters, some to other students' characters.

Since I was experimenting with both the wiki and the *immeuble* project, I had purposely left the final project open for discussion and I had not specified that it needed to be related to their on-line community. But to my surprise, the class decided to complete a two-part project based on the *immeuble* theme. The first part consisted of individual presentations and written essays (posted on the wiki) on topics related to Corsica. The second part entailed working together as an entire class to write and film a murder-mystery starring their *personnages*. They elected a project manager and assigned other tasks, such as script writing, script editing, directing, and video editing. They used the wiki to plan many aspects of the video project (see figure 1). They posted information about who was responsible for each task and when the tasks should be completed. They used the message board to brainstorm plot ideas and exchange drafts of the movie script. They also posted the grading rubrics they had established, which included substantial peer evaluation. This film project required much more time working together outside of class than a simpler project would have entailed but in the end, I, and they, felt that they also learned more in the process because of their personal investment in it. They also enjoyed it.

### Outcomes

In general, students found the wiki easy to use and encountered few technical problems. Incorporating the *immeuble* project did present some challenges, though. Students who failed to complete assignments to post materials on-line or minimally developed their characters had difficulty fully engaging in role-playing situations in class. These same students also complicated the writing and filming process, but by that point, their classmates were pressuring them more than I was about increasing their participation.

Overall, however, this wiki project was an interesting and rewarding process. Students remained motivated about it throughout the semester and the characters' interactions and assignments were easily adaptable to the lessons in our textbook. Students often acted as their alter egos or referred to one another by their characters' names even when we were not officially role-playing—during and outside of class! They collaborated in ways I had not

Finally, in case you are wondering, the cat lady did it!

Audra Merfeld-Langston  
Missouri S&T  
[audram@mst.edu]

### References

- Debyser, F. *L'Immeuble*. Paris: Hachette, 1986.
- Dupuy, B. "L'Immeuble: French Language and Culture Teaching and Learning through Projects in a Global Simulation." In G. H. Beckett & P. C. Miller (eds.), *Project-Based Learning in Second Language Education: Past, Present and Future, Research in Second Language Learning*. Greenwich, CT: Information Age Publishing, 2006, pp. 195-214.
- "Educational Wikis." Retrieved 1 October 2010 from [http://educationalwikis.wikispaces.com/]
- Fountain, R. (2005) "Wiki Pedagogy." *Dossiers Technopedagogiques (Dossiers pratiques)* Retrieved on 1 October 2010 from [www.profetic.org/dossiers/dossier\_imprimer.php?id\_rubrique=110].
- LeFever, L. "Wikis in Plain English." Retrieved on 1 October 2010 from [www.youtube.com/watch?v=-dnL00TdmLY].
- Missouri S&T. "2010 Freshmen Survey Final Results," September 2010.

### Notes

- For resources related to educational wikis, see [http://educationalwikis.wikispaces.com/].
- For my class, I used [wetpaint.com]. However, my site is no longer functional. It is also worth noting that Wetpaint has ceased to provide ad-free space for educational wikis and the company has eliminated its on-line education ambassador.
- Beatrice Dupuy offers further ideas for and theoretical considerations about this global simulation in "L'Immeuble: French Language and Culture Teaching and Learning Through Projects in a Global Simulation" (2006).
- For other ideas on using wikis in class, see Lara Lomicka Anderson's *National Bulletin* article "What in the Wiki?" (Vol. 32, No. 2, pp. 4-5).

## Video project:

- Project manager = Josh
- Video editing = Brandon, Sam
- Script Writers = Sarah H, Sarah K, Anna
- Music editor = Patrick
- Set, props, and costumes = Courtney, CJ, Alex
- Script Editors = Fred, Paul

### Deadlines:

Script Complete	April 18
Begin Filming	April 21
Wednesday, April 23	5:00-9:00
Friday, April 25	5:00-9:00
Sunday, April 27	TBA
Monday, April 28	5:00-9:00
Film Debut	May 9

If anyone has problems with these dates, please let me know.

imagined they would by "friending" each other on the wiki and spontaneously leaving notes (unassigned and in French) on the message board to other characters. The sense of community this project established—and their motivation to learn French—is best exemplified by their final project.

With some adaptations, this type of wiki project could be effective with any language level, class sizes, or format.<sup>4</sup> The wiki can be integrated with a course textbook or entirely separate from it. Our *immeuble* project granted us the opportunity to use and discuss many authentic French-language materials. The wiki format we used offered a collaborative, creative space for students to develop alter egos and establish a virtual community, all while using French in a meaningful context.

# AATF SUMMER SCHOLARSHIPS

## Application deadline: February 15, 2011

### AATF French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels five scholarships for study in France during the summer 2011. The programs provide intensive study of French language, teaching French, and modern French culture.

While we do not yet have final details, the scholarship generally covers the cost and fees for a three-week program, round-trip train travel from Paris to the other city if the *stage* is not in Paris, and partially covers food and lodging for the three-week period. Final details will be posted on the AATF Web site as soon as they are available.

AATF members must apply for French government scholarships through the AATF using our application form. Non-members should submit the French government application form to the appropriate consulate. Duplicate applications only slow down the process.

### Québec

Le Ministère des Relations internationales du Québec (MRIQ) attribuera 10 bourses pour un stage en langue, culture et société québécoises offertes aux membres de l'AATF à l'occasion de notre congrès à Montréal. Le stage aura lieu du 4 au 22 juillet 2011 à l'Université de Montréal. Les objectifs du stage sont le perfectionnement en didactique du français et la connaissance du Québec, de sa culture et de sa population. Les candidats devaient (1) enseigner le français à plein temps ou être responsable de l'encadrement de professeurs de français au niveau pré-universitaire et universitaire; (2) maîtriser le français écrit et oral; (3) avoir la nationalité américaine; (4) être âgés de 18 à 55 ans; (5) ne pas avoir participé au stage au cours des cinq dernières années; (6) être membres de l'AATF.

La bourse couvrira les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 300\$ (Can.) destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport les 2-3 juillet, couverture médicale pour la durée du stage. Le transport du lieu de départ au lieu du stage, la partie des repas non couverte par le forfait, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance s'il y a lieu sont à la charge des boursiers.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec, et de fournir une copie du travail au MRIQ.

### Belgium

*Wallonie Bruxelles International* is offering two summer scholarships to the *Université de Mons* in Belgium for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 4-22, 2011. While we have not yet received final details, scholarships in the past have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural unit on the country to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2012 AATF conference in Chicago. Details will be posted on the AATF Web site as soon as we receive them.

### Université McGill

Depuis 2006, le Département des programmes de langues anglaise et française de l'Université McGill (Québec, Canada) offre chaque été une inscription gratuite dans son Programme intensif de français – Langue et Culture. Cette inscription est réservée au cours de niveau avancé.

Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial. Les candidats doivent posséder une compétence correspondant au niveau intermédiaire élevé sur l'échelle de l'ACTFL (ou son équivalent), compétence minimale pour être admis au niveau avancé du programme.

La bourse couvre les droits de scolarité et les frais d'inscription (environ 2000 \$ CA). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles.

Reconnu pour la qualité et le dynamisme de son enseignement, le programme est réputé internationale pour la richesse de ses contenus linguistiques, communicatifs et culturels, ainsi que pour son approche

pédagogique dynamique résolument orientée sur les besoins des étudiants. Constitué de cinq niveaux, ce programme à plein temps prépare les étudiants à communiquer efficacement dans un environnement francophone, tant à l'oral qu'à l'écrit, et leur permet de découvrir de nombreuses facettes de la culture québécoise et d'autres cultures francophones. La session d'été dure six semaines: du 27 juin au 5 août 2011.

Pour plus d'informations, veuillez consulter le site Internet du Département des Programmes de langues anglaise et française: [www.mcgill.ca/eflp].

### Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2010-2011. Preference will be given to members who have been in good standing since January 1, 2009. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2006-10) are also not eligible. Scholarship recipients agree to make a presentation at a foreign language conference in 2011-2012.

### Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Applications will be reviewed and the decisions will be announced by early April 2011. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

### Application

Application forms are available on the AATF Web site [www.frenchteachers.org], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

1. Complete the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application or sent via e-mail. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
3. Send application to AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Application materials can be e-mailed in Word or pdf format to [abrate@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately).
5. The application must be postmarked by **February 15, 2011**, to be considered.

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$1500 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2011-2012.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; e-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2011**.

## 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 Amy Hanson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (231) 852-4509; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

## What's New in the *French Review*?

Vol. 84, No. 3 (February 2010)

Articles include the titles below and more:

- "Au-delà de la carte postale: culture et documents authentiques au niveau élémentaire" (Perraudin et Porfilio)
- "Once Upon a Time that Never Was: Jean-Pierre Jeunet's *Le Fabuleux Destin d'Amélie Poulain*" (Oscherwitz)
- "The Female Pioneer in Monique Agénor's *L'Aieule de l'Isle Bourbon*" (Githire)
- "Subverting the Dictatorship in Dany Laferrière's *Le Goût des jeunes filles*" (Hopwood)
- "L'Image et le texte entre déconstruction et construction dans *L'Enfant de sable* et *Le Fond de la jarre*" (Babana-Hampton)
- "Le Quotidien sportif L'Auto: un objet romanesque?" (Bauer)
- "Entretien avec Mabrouck Rachedi" (Puig)

And don't forget the many fine reviews and *La Vie des mots*.

## Surf the Web

Visit the AATF Web site at  
**[www.frenchteachers.org]**

All the latest information on:

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

## 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 convention, and support the work of the AATF. You will find their names in the advertising pages 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. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

## 2011 CONVENTION HIGHLIGHTS

Mark July 6-9, 2011 on your calendars! The 84<sup>th</sup> annual AATF convention will be held on those dates at the Delta Centre-Ville Hotel in Montreal. We are planning a number of exciting activities as well as the usual excellent professional program.

### Hotel Information

The Delta Centre-Ville is located near the *Vieux Port*. The convention rate we have negotiated is \$169 (Can. + taxes). Please note that VAT taxes on hotel rooms and nonconsumable purchases are reimbursable. Make sure you pick up the forms as you arrive or depart from Quebec. There are several options for reserving a room: [www.deltacentreville.com/010704t]; by telephone at (800) 268-1133, give the group name "American Association of Teachers" or the code \*010704T. It is important for attendees to stay at the convention hotel whenever possible. If we are able to fill the block of rooms we have reserved, the cost of organizing the convention is significantly lower. We will again provide a roommate list for those looking for someone with whom to share a room. The deadline for making a reservation at the convention rate is **June 3, 2011**.

### Registration

The Early Bird Registration Fee will be \$250 US if paid by May 1, 2011. After June 3, 2011 the Late Registration fee of \$300 will apply. A special Full Registration Rate will also be available and will include both meals and a choice of excursion.

### Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée* (organized by Marie-Simone Pavlovich). We are also exploring possible areas of collaboration with the Quebec *Ministère des relations internationales* and the *Centre de la francophonie des Amériques* regarding a keynote speaker, dignitaries, round table discussions, and other options.

### Activities

Wednesday, July 6: Welcome Luncheon where members can meet others from their region.

Wednesday, July 6: Exhibit Reception to celebrate the opening day where attendees can get a first look at what our exhibitors have to offer.

Thursday, July 7: The annual *Dictée* will be held where members can try their hand at this uniquely French discipline.

Friday, July 8: 2011 AATF Award recipients will be honored at our Awards Banquet.

Vol. 36, No. 3 (January 2011)

### Excursions

We are working with Jumpstreet Tours and Prométour Educational Tours to organize a number of excursions for attendees. These include a pre-convention excursion to the Eastern Townships with a *dégustation* at a *vignoble* and a *fromagerie*, and a post-convention excursion to Quebec City and Tadoussac. During the convention itself, there will be guided bus tours of the city. Each evening there will be a choice of workshop or excursion offered to attendees which may include a cooking class, theater or *conte québécois* workshop, river dinner cruise, visit to a *cabane à sucre*, visit to a cinema studio, etc. We hope to have all these details finalized soon, and registration information will be posted on the AATF Web site by the end of January.

### Academic Credit

We will again work with Webster University in St. Louis to offer one graduate credit for attendance at the convention.

### Special Travel Note

Laws have changed recently, and a valid passport is now required for travel to Canada. A U.S. driver's license is no longer sufficient.

### Additional Activities

The AATF has received ten scholarships from the Quebec government for AATF members to participate in a stage at the University of Montreal. The stage will overlap the convention, and stage participants will not be able to attend the full convention (see page 25). Marie-Christine Koop is organizing a post-convention seminar through the University of North Texas. AATF members are eligible to participate in this seminar, although enrollment through the University of North Texas is required (see page 12). In addition, there will also be an AP Summer Institute offered at McGill University which may be of interest to some AATF members (see page 14).

### Sightseeing and cultural activities

Summer is a wonderful time to visit Montreal because there are festivals and exhibits and street entertainment throughout the city. Convention-goers can discover a historic North-American city, a unique Francophone environment, and, for those who enjoy it, a magnificent natural environment to explore outside the city.

## FUN WITH A GIANT CROSSWORD

The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any other time. This activity is designed to promote French via English-language crossword puzzles.

Directions are included for creating a giant wall-size crossword puzzle that can serve as the focus of a school-wide contest. The words and clues in the puzzle are all related to French and have been found in English-language crossword puzzles. Instructions for organizing a classroom or school competition will be included in the Crossword Activity Packet along with a one-page version of the puzzle and clues, a teacher's guide analyzing the types of clues found, and an answer key. Also included is another article that has appeared in the *National Bulletin* by Joanne Silver describing a "French in English" contest. The complete packet is free and can be obtained by visiting the AATF Web site at [www.frenchteachers.org].

Jayne Abrate  
[abrate@siu.edu]

Jacqueline Thomas  
[j-thomas@tamuk.edu]



Display at Central College, Pella, IA.

Note: The ♣ symbol after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

# MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, Vol. 83, No. 6 (mai 2010). Le corrigé se trouve à la page 14.

- I. Mettre au présent de l'indicatif les phrases suivantes (garder la forme interrogative, négative ou affirmative en changeant, si nécessaire, un ou plusieurs mots).
1. Cette commission ne nous avait jamais envoyé sa charte.
  2. Il faudra bientôt changer vos comportements.
  3. Vous m'avez dit: "Participons à cette gay pride."
  4. Cette vidéo ne valait hier que 20 euros.
  5. "As-tu vu cet opera en DVD?"
  6. Elle vivra bien en ne mangeant que des protéines.
  7. Il a beaucoup trop bu pour prendre le volant.
  8. Vous êtes-vous senti interpellé par ce show?
  9. A-t-il plu hier?
  10. Cet opéra m'a beaucoup plu.
- II. Répondre par OUI ou par NON aux questions suivantes.
1. La biphobie est-elle la phobie des produits bio?
  2. Un florilège est-il un joli bouquet de fleurs?
  3. Faut-il conduire en état d'ébriété?
  4. Le permis de conduire des Français est-il délivré à vie?
  5. L'origine du mot lesbienne est-elle Lesbos, île grecque?
  6. Est-ce que l'on dit: "Les payeurs doivent titre les pollueurs"?
  7. Les cellules photovoltaïques se placent-elles dans les caves?
  8. Est-ce que P.D.G. veut dire "pouvoir des généraux"?
  9. Le diabète est-il une pathologie lourde?
  10. Certains médicaments ont-ils des effets secondaires néfastes?
- III. Proposer un nom formé sur chacun des verbes suivants et faire une phrase avec chacun d'eux.
- |              |               |
|--------------|---------------|
| 1. formater  | 2. zapper     |
| 3. perdre    | 4. halluciner |
| 5. visionner | 6. résilier   |
| 7. enquêter  | 8. appauvrir  |
| 9. retirer   | 10. délivrer  |
- IV. Terminer les phrases suivantes par une proposition commençant par Si.
1. Mon professeur aurait finalisé son projet si...
  2. Ces accidents seraient moins meurtriers si...
  3. Cet acteur sera nommé si...
  4. Commettre cette bévue aurait pu être évité si...
  5. Mes enfants partiront avec le ramassage scolaire si...
- V. Remplacez le passé composé par le passé simple.
1. La prime à la casse a été donnée le mois dernier par l'État.
  2. Il nous a fallu acheter une voiture hybride.
  3. Cette entreprise a signé une charte déontologique.
  4. Trois pays se sont engagés à moins polluer.
  5. Ce senior a pris une nouvelle assurance hier.

Colette Dio, Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 36, No. 3 (January 2011). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

## LES VOYAGEURS

«Comment t'appelles-tu»? «Où habites-tu»? «Qu'est-ce que tu aimes faire»? Ainsi vont les questions auxquelles chaque participant(e) au séjour «Voyageurs»-session de canot camping d'immersion en français des *Concordia Language Villages*-est invité(e) à répondre. Ces questions sont posées en unisson par le groupe assis en cercle autour du feu de camp. Pour ceux qui étudient déjà le français à l'école les réponses viennent facilement. «Je m'appelle LaPrairie». «J'habite au Lac la Pluie». «J'aime pagayer contre le vent quand il y a des moutons sur le lac».

Mais pour ceux qui viennent de débarquer sur notre îlot francophone, le défi peut être intimidant. «How do you pronounce 'Luciole' and how do you say "play soccer?" Depuis plus de vingt ans, nos jeunes engagés vivent ce moment autour du feu comme le coup d'envoi d'une aventure hors pair avec cinq jours de préparation et un voyage de six jours dans le Parc National des Voyageurs.

Plus tard dans la soirée, chacun vient déposer sur les braises un bâton en disant son nom et en affirmant son engagement vis-à-vis du groupe: «Je m'appelle Jean Baptiste et je suis voyageur», «je m'appelle Marie-Anne et je suis voyageur», «je m'appelle ...». Ce soir-là, avant de chanter une dernière chanson à répondre, l'équipe d'animation présente au groupe quatre défis: parler français au maximum, vivre dans la forêt, bâtir une communauté et apprendre l'histoire des voyageurs et de la traite des fourrures. Pour les deux ou quatre semaines à venir, chaque activité vise à amener nos engagé(e)s à relever les défis de la vie des voyageurs.

Parler français au maximum: bien sûr les animateurs communiquent exclusivement en français mais avant de faire chaque activité, on présente le vocabulaire, la problématique et les diverses façons de faire. Par exemple, pour la leçon de tente, le mot «faitière» appelle plus d'un «une quoi?» Puis, décrire l'emplacement idéal pour planter sa tente ou expliquer comment utiliser une sardine sur un rocher invite la coopération entre le scout et l'élève de français trois.

Le rythme lent du canot camping offre de multiples occasions de répéter de nombreuses tâches: faire la vaisselle, pomper de l'eau, mettre de la crème solaire, trouver son imperméable, demander un pansement. Pas besoin de carte de vocabulaire chez les voyageurs et puis les verbes et le reste viennent naturellement parce que l'on fait ce dont

on parle: «Bon alors, moi je fends le bois et toi tu laves les myrtilles». Pagayer pendant des heures offre le temps de réfléchir et de contempler la nature mais aussi de chanter, de faire des charades et de parler de choses et d'autre. Pour les plus motivés, on peut choisir d'oublier l'anglais pour un jour. Ceci élève le niveau et le taux d'utilisation du français parce que même lors des moments de détente les jeunes restent en français. En fin de session, certains débutants choisissent de passer toute une journée en français. On entend alors beaucoup de: «Qu'est-ce que c'est?» et «Comment dit-on?» Mais on découvre aussi une relation joviale avec la langue.

Nos chansons enrichissent le français du groupe. Dans la tradition des chansons à répondre il y a bien sûr beaucoup de répétition mais aussi des histoires développées qui ont tendance à engager l'imagination et l'intérêt d'un public adolescent. Il va de soi que chanter contribue aussi à la cohésion et au divertissement du groupe avec une attention certaine sur le français.

Vivre en plein air dans la forêt nous appelle aussi à visiter par le vocabulaire les communautés Francophones d'Amérique du Nord. En voici pour exemple: la moufette avec sa rayure blanche sur le dos, le suisse aux rayures brunes qui tente de voler notre banique, mais aussi l'herbe à puce avec ses trois feuilles asymétriques et son huile qui nous irrite la peau. Pendant le voyage, le bouclier canadien nous offre des falaises du haut desquelles nous sautons en déclamant: «je vais sauter, je saute, et plouf ... j'ai sauté». Rituel simple qui nous aide à ancrer quelques conjugaisons et des temps verbaux. Lors de notre journée de repos, chacun(e) fait un solo de quelques heures sur une île, dans les bois, ou sur un rocher. Chacun(e) passe un moment sans interruption moderne à contempler un petit coin de nature et à réfléchir, pour partager plus tard avec le groupe ce moment de calme: qu'est que j'ai vu, senti, entendu? À quoi est-ce que j'ai pensé? Qu'est ce que j'ai découvert par cet exercice? Ce, chacun à son



niveau mais en français bien sûr!

Dans le contexte de la vie chez les voyageurs, bâtir une communauté va de soi. La multiplicité des défis, le fait que chacun puisse briller à un moment et la sensation de prendre multiples risques soudent chaque brigade. Les canoteurs novices qui arrivent en dernier sur la plage après une bataille avec la vielle (le vent) reçoivent les mêmes encouragements que le débutant en français recevra quand il fera l'inventaire de l'équipement de canotage. Compter ensemble les étoiles filantes en écoutant le chant du huart et le craquement du feu, forge dans la mémoire de la brigade un sentiment chaleureux.

Aux villages, visiter l'histoire des voyageurs et de la traite des fourrures est une invitation à comprendre l'histoire bien sûr mais aussi le monde dans lequel nous vivons avec un œil vigilant vers l'avenir.

Si les techniques commerciales et la compétition entre la Compagnie de la Baie d'Hudson, la Compagnie du Nord-Ouest et autre Compagnie XYZ nous aident à comprendre des notions de monopole, l'idée même de la traite des fourrures nous amène à parler du rôle de la mode. Les effets du commerce sur les populations autochtones et sur l'environnement nous amènent à évaluer notre responsabilité dans nos relations les uns avec les autres et avec l'environnement. Et, la joie de vivre des voyageurs nous rappelle qu'au delà de tout il nous reste toujours l'amitié, l'amour, et la joie.

Ainsi en tissant ces quatre défis, les voyageurs amènent des jeunes participants à embrasser le monde Francophone, à vivre en plein air des aventures en français, à vivre au sein d'une communauté basée sur l'interdépendance positive et à regarder le monde, l'histoire et les rapports humains avec un grand angle.

Aussi chaque printemps de jeunes étudiants sortent de l'école, passent un bout d'été chez les voyageurs puis retournent sur les bancs de l'école avec des souvenirs de pagaie, de bouleau, de carcajou, d'épinette et de gilet de sauvetage. Des souvenirs qui sentent le feu de camp, qui résonnent de zigueton zinzon et de dondaine laridaine mais qui avant tout veulent faire d'autres rencontres francophones.

François Fouquerel  
Concordia Language Villages (MN)  
[clv@cord.edu]



**AATF COOKBOOK:  
CUISINER ET  
APPRENDRE LE  
FRANÇAIS**



178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on measurements. The cookbook is completed by a glossary and English versions of the recipes. \$25 (\$40 nonmembers).

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

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Carbondale, IL 62901

**NEW! LA VIE DES MOTS COLLECTION**

We have collected five years worth of original *La Vie des Mots* texts, the accompanying *Mots chassés* from the *National Bulletin* as well as the *Corrigés* in one volume. \$15 each (\$20 nonmembers) or \$12 each for orders of more than 5 copies.

\_\_\_\_\_ "La Vie des Mots" x \$15 = Total enclosed \_\_\_\_\_

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Carbondale, IL 62901

**NEW! ARMES DE PARIS MEDAL**

We have finally been able to replace the bronze *Armes de Paris* medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



\_\_\_\_\_ medals x \$18 (3 for \$45) = Total enclosed \_\_\_\_\_

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

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**TESTEZ VOS  
CONNAISSANCES SUR  
MONTRÉAL**

1. Quel était le nom amérindien du lieu où se situe la ville de Montréal?
2. Quelle barrière naturelle a empêché les premiers explorateurs européens de remonter plus loin le Saint Laurent?
3. Qui a fondé la ville de Montréal et comment s'appelait-elle au début?
4. La ville de Montréal se trouve à la confluence du Saint Laurent et de quelle rivière?
5. Comment s'appelle l'équipe de hockey de Montréal?
6. En quelle année ont eu lieu les Jeux Olympiques de Montréal?
7. Qui était maire de Montréal pendant les Jeux Olympiques?
8. Qu'est-ce que c'est que "la Ville Souterraine?"
9. Pour quel aspect architectural les maisons montréalaises sont-elles célèbres?
10. En 1992, la ville de Montréal a fêté quel anniversaire?

Les réponses se trouvent à la p. 15.

**MONTREAL  
CONVENTION**

July 6-9, 2011

**QUICK FACTS**

Do you need a fact sheet to help you counter criticisms of French study?

This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French.

Prepared by AATF Region I Representative Madeline Turan, it is intended to help you provide an immediate and factual come back to such remarks.

[www.frenchteachers.org/  
quickfacts.doc](http://www.frenchteachers.org/quickfacts.doc)

## ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org/index\_files/Page403.htm]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf\_advocacy\_fact\_pack\_for\_main.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian\_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [www.utm.edu/staff/globeg/michigan.html]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]
- Wisconsin Needs French [www.uwm.edu/~alkhas/win french/index.htm]

## NATIONAL FRENCH WEEK GRANT CAPE MAY/CANADIAN CONNECTION



Thanks so much to the AATF for affording my students the opportunity to reach beyond the classroom and into the community. Cape May County (NJ) is a tourist community where thousands of French-speaking Canadian visitors come to vacation during the summer months. It is also fertile ground for seasonal teenage employment. In particular, businesses look for people who can welcome and work with tourists in their native language.

This grant allowed my French Honor Society students to work with local businesses in developing simple vocabulary lists that help employees converse with French-Canadian tourists. They wrote a skit that portrays a non-English speaking Canadian couple in a restaurant. The couple is at first greeted by an impatient server who speaks no French. As frustration builds, the students stop the show to display the simple vocabulary needed to have a more successful encounter. During this interlude, the students distribute "cheat sheets" and teach the audience some key phrases. When the play continues, a new server with some high-school French

experience is able to complete the restaurant scenario with mutual understanding and success.

Our objective was two-fold--to demonstrate that it takes only a little bit of effort and not much knowledge to have a productive multi-lingual conversation and to create an alliance between local business owners and French students. And it worked!

We presented our skit at a luncheon for 70 Chamber of Commerce members. It was extremely well received, and we have been asked to create more "cheat sheets" for different businesses. The students networked with local employers and have been asked to work at local campgrounds, hotels, theme parks, and restaurants. Also, a representative from Cape Atlantic Community College asked us to conduct a similar workshop in the spring. Other Chambers of Commerce may also be interested in our presentation.

Jan Carley Randle  
Lower Cape May  
Regional High School (NJ)  
[randlej@lcmr schools.com]

### NEW! LA FRANCOPHONIE EN EUROPE

Special issue of Dialogues et cultures devoted to Switzerland and Belgium, edited by Marie-Christine Koop, Chair of the AATF Commission on Cultural Competence. See the full Table of Contents at [www.frenchteachers.org/hq/materials/switbelgvolume.pdf]. The volume can also be ordered through the AATF On-Line Store.

\_\_\_\_\_ Copies x \$25 each \_\_\_\_\_ Total enclosed

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## SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K-12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefitted your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual and physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an email about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart  
[m-steynhart@northwestern.edu]

## FRANCE SYNERGIES

France Synergies, an electronic newsletter with pedagogical activities, is offered free to French teachers every other week during the academic year by the University of Wisconsin Madison, Division of International Studies and Department of French and Italian. Each newsletter has a cultural theme and includes pedagogical activities on cultural topics, actualities, proverbs and sayings, songs with words and videos, and films. For the different sections of the newsletter, teachers and their students are directed to Web links around which the activities are written. There is also an announcement section.

Reader contributions are welcome. Material is most often used by third- and fourth-year French classes, but some links and activities are provided for first- and second-year students as well. The newsletter comes by e-mail every other week. To subscribe, send your e-mail address to [ssmagnan@wisc.edu] with a message line, "SUBSCRIBE France Synergies newsletter."

Sally Magnon  
[ssmagnan@wisc.edu]

### Is your passport up to date?

A valid passport is now needed to travel to Canada. It should be valid for at least 6 months beyond your arrival date.

## ÊTES-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low. National Board Certification in Spanish and French has been available for five years. The number of candidates directly impacts whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer ✚  
[schefferd@episcopalhigh.org]

### MARK YOUR CALENDAR! JOIN US IN MONTREAL IN 2011!

Attend the 84<sup>th</sup> annual AATF convention as we meet in Montreal.

Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

## NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows are the American and French legal holidays as well as all the national holidays of the Francophone world.



\_\_\_\_\_ Calendars x \$20 each

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

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

## PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see left). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrater@siu.edu].

## 2011 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Montreal in July.

Previous recipients of this award are Mimi Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert (KY) in 2008, Beth Pierce (MS) in 2009, and Megan Iranpour (KY) in 2010.

Dennis Meredith, former Director of Education at ISE, said: "Our goal is simply to recognize those who do an outstanding job getting their students to speak French. The name of the award is based on our logo, which proclaims 'Where Language Matters.' The award reflects the mission of ISE as a nonprofit educational organization founded more than 30 years ago by foreign language teachers for the purpose of creating authentic beyond-the-classroom experiences for American foreign language students and teachers."

**AWARD:** The ISE Language Matters Award will consist of a framed award certificate accompanied by a cash award funded by ISE.

**ELIGIBILITY CRITERIA:** The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting his / her students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

**DOSSIER:** The following items (not be bound or stapled) constitute the dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee's CV, (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students' speaking abilities in French, students' achievements, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

Vol. 36, No. 3 (January 2011)

**Deadline:** The nominee's dossier must be postmarked by **February 1, 2011**. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or e-mailed in .pdf or Word format to [abrate@siu.edu].

The recipient of the award will be notified by April 1, 2011. The award will be presented during the AATF Convention in Montreal, July 6-9, 2011. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].

### CALENDRIER PERPÉTUEL

On what day...

- was the *Édit de Nantes* revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the *Tour de France*?

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

Answers: 22 novembre 1685; 1<sup>er</sup> décembre 1944; 12 juillet 1998; 1<sup>er</sup> mai; 19 juillet 1919.

## THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE

This special issue on "Les Lumières, au passé et à présent," to be published in May 2012, will be open to articles on all aspects of the Enlightenment as it relates (or no longer relates) to our present day. Multidisciplinary approaches are welcome. Relevant topics can include: Film and the Enlightenment; Women of the Enlightenment; the Enlightenment in the aftermath of Postmodernism; the Enlightenment and the "Clash of Civilizations;" the Enlightenment and Environmentalism. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors for the formatting requirements [www.wvu.edu/depts/mcl/french/FR].

Deadline for submission: **August 1, 2011**.

Send submitted articles to Edward Ousselin, Editor in Chief, *The French Review*, Western Washington University, Modern and Classical Languages, Bellingham, WA 98225-9057, e-mail: [edward.ousselin@wwu.edu].

## CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

Découvrez le Québec!  
Stages de perfectionnement en enseignement  
du français et de la culture québécoise  
Bourses offertes aux professeurs américains  
Date limite  
15 février 2011  
www.quebecusa.org/study  
Québec

# AATF MATERIALS CENTER

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery. The first price listed is the member price; the nonmember price is in parentheses.

## PROMOTION OF FRENCH (MEDIA)

**Forward with FLES\*** 11-min. DVD encourages French FLES\* programs with comments from experts, administrators, and teachers.

**Open Your World With French/Le français m'ouvre le monde** 10-min. DVD encourages students to study French.

**Forward with French** 10-min. DVD has interviews with business people in NY state who use French in their work.

**Note:** Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

## PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES\*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

## AATF PROMOTIONAL ITEMS

**AATF Glass Dishes:** rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

**AATF Notepads:** *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

**AATF Bic Clic Pens:** AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

**Forward with French** bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

**AATF Ball-Point Pens:** AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

## TEACHING MEDIA

**Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks,** music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

**La France divisée,** 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6)

**Tant qu'elle chante, elle vit** presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

**Reflets français,** 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

## MEDALS AND AWARDS

**Les Armes de Paris,** 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

**AATF medallions,** 1½-in. blue, gold, and white cloisonné enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

**On est les meilleurs buttons,** 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

## OTHER MATERIALS

**NEW! Vive le français! Activities for the French Classroom,** 75+ activities for students at all levels (122 pp.) \$20 (\$30)

**NEW! Guide des Fables de La Fontaine** to accompany National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

**National French Week Posters,** extra copies available while supplies last. \$2 each or 10 for \$15.

**Cuisiner et apprendre le français,** 34 classic French recipes with activities, and reading texts (178 pp.). \$25 (\$40)

**Making Global Connections Using French Language and Culture,** learning scenarios developed by the Commission on Student Standards (187 pp.). \$25 (\$40)

**La Vie des Mots,** collection of columns from the *French Review* with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

**Un Calendrier perpétuel.** Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

**Parlez-vous...? Posters.** Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.). \$25 for set of 6 posters + guide (\$40)

**AATF Coloring Book,** 16 pp. 8" x 11" for FLES\* students. \$1 each.

**Color Notecards:** 12 notecards with

envelopes featuring 6 different color designs from winners of the FLES\* Poster Contest; blank inside. \$12 (\$16)

**Color Postcards:** Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

## T-SHIRTS

**NEW! La Fontaine T-Shirt Collection,** T-shirts based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

**Le Français m'ouvre le monde T-shirt,** navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

**Laissez les bons temps rouler T-shirt:** blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

**National French Week T-shirt:** blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

**Vues sur le monde francophone: cinéma et société,** blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

## WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

## AATF FLES\* COMMISSION REPORTS

**FLES\* Works: A World of French** ('09) \$10

**New Trends in FLES\*** ('07) \$10

**Variety is the Spice of FLES\*** ('05) \$9

**Promoting FLES\* Programs** ('04) \$9

**French FLES\* Around the World** ('00) \$9

**The FLES\* Image: A Picture is Worth a Thousand Words!** ('98) \$9

**Attracting French FLES\* Students** ('96) \$9

*Other titles: Reaching All FLES\* Students* ('95) \$9

**FLES\* Methodology I** ('94) \$9

**Expanding FLES\* Horizons** ('93) \$9

**Evaluating FLES\* Programs** ('92) \$9

**Implementing FLES\* Programs** ('91) \$8

**Innovations in FLES\* Programs** ('90) \$8

**Special offer:** Any 5 FLES\* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@french teachers.org]. Prices valid through 12/31/10.

# CALENDAR OF EVENTS

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL)**, March, 3-5, 2011, Indianapolis, IN. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [CSCTFL@aol.com]; [www.csctfl.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, March 10-12, 2011, Baton Rouge, LA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; phone (770) 992-1256; fax: (770) 992-3464; e-mail: [lynnemcc@mindspring.com]; [www.scolt.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, March 17-19, 2011, New Orleans, LA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; [www.tesol.org].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL)**, March 26-29, 2011, Chicago, IL. Information: [www.aaal.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL)**, April 2-4, 2011, Baltimore, MD. Information: Rebecca Kline, Executive Director, NECTFL, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 245-1976; e-mail: [nectfl@dickenson.edu]; [www.nectfl.edu].

**LANGUAGES WITHOUT BORDERS**, April 7-9, 2011, Montreal, Quebec, Canada. Information: Canadian Association of Second Language Teachers, 300-950 Gladstone Avenue, Ottawa, Ontario K1Y 3E6; [www.caslt.org].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)**, April 7-9, 2011, Dallas, TX. Information: Jody Klopp, Executive Director, SWCOLT; e-mail: [jklopp@cox.net]; [www.swcolt.org].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)**, April 8-12, 2011, New Orleans, LA. Information: AERA, 1430 K Street, NW, Washington, DC, 20005.

**INTERNATIONAL READING ASSOCIATION (IRA)**, 56<sup>th</sup> Annual Convention, May 8-12, 2011, Orlando, FL. Information: Reading Association, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; e-mail: [pubinfo@reading.org]; [www.reading.org].

**EIGHTH ANNUAL SYMPOSIUM ON BILINGUALISM**, June 15-18, 2011 Oslo, Norway. Information: [www.hf.uio.no/isb8].

**INTERNATIONAL SOCIETY FOR LANGUAGE STUDIES (ISLS)**, June 23-25, 2011, Aruba. Information: [www.isls-inc.org/conference.htm].

**LINGUISTIC SOCIETY OF AMERICA 2011 INSTITUTE**, July 5-August 5, 2011, University of Colorado-Boulder, CO. Information: e-mail: [lsa2011@Colorado.edu]; [verbs.Colorado.edu/LSA2011]

**AATF ANNUAL CONVENTION**, July 6-8, 2011, Delta Centre-Ville Hotel, Montreal, Quebec, Canada. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; e-mail: [aatf@frenchteachers.org]; [www.frenchteachers.org].

**AFRICAN STUDIES ASSOCIATION (ASA) INSTITUTE**, November 17-20, 2011, Washington, DC. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Phone: (732) 932-8173; Fax: (732) 932-3394; E-mail: [annualmeeting@africanstudies.org]; [www.africanstudies.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)**, November 18-20, 2011, Denver, CO. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; [www.actfl.org].

**NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL)**, November 18-20, 2011, Denver, CO. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; [www.nnell.org].

**MODERN LANGUAGE ASSOCIATION (MLA)**, January 5-8, 2012, Seattle, WA. Information: MLA, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; [www.mla.org].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL)**, March 8-10, 2012, Milwaukee, WI. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; [www.csctfl.org].

## AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. 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 pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2011 membership will be free. The requirements are:

- the two 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 two new forms;
- if the current member has already paid 2011 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, 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!

## UPCOMING AATF CONVENTIONS

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

- Montreal (July 6-9, 2011)
- Chicago (July 5-8, 2012)



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American Association of Teachers of French  
Mailcode 4510  
Southern Illinois University  
Carbondale, IL 62901

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## REMINDER: IMPORTANT DEADLINES AND DATES

February 1	Deadline for receipt of nominations for the 2011 Dorothy Ludwig Excellence in Teaching Awards (see page 13) Deadline for receipt of nominations for the 2011 ISE Language Matters Award (see page 33) Deadline for submissions to the April issue of the <i>National Bulletin</i>
February 14-25	National French Contest for Elementary School
February 15	Deadline for receipt of applications for AATF Summer Scholarships (see page 25)
February 21	Deadline for applications for Quebec Research Grants (see November issue)
March 1-28	National French Contest for Middle and High School
May 1	Deadline for Early Bird Registration for the Montreal convention (see page 27)
June 3	Deadline for reserving a hotel room at the reduced convention rate (see page 27) Deadline for pre-registration for the Montreal convention (see page 27)
July 6-9	AATF Annual Convention in Montreal (see page 27)
August 1	Deadline for submissions to the May 2012 Special Issue of the <i>French Review</i> (see page 33)

## FIND IT ON-LINE

Here are some useful links to frequently requested items:

- AATF Convention Information  
[[www.frenchteachers.org/convention](http://www.frenchteachers.org/convention)]
- Chapter News & Officers  
[[www.frenchteachers.org/chapterofficers.htm](http://www.frenchteachers.org/chapterofficers.htm)]
- Commission Reports  
[[www.frenchteachers.org/hq/commissions.html](http://www.frenchteachers.org/hq/commissions.html)]
- French Cultural Service Offices  
[[www.frenchculture.org](http://www.frenchculture.org)]
- Quebec Délégations  
[[www.gouv.qc.ca/portail/quebec/international/usa/delegations/](http://www.gouv.qc.ca/portail/quebec/international/usa/delegations/)]
- If you can't find what you want on the AATF Web site, click on Headquarters.