



Nous vous invitons à vous joindre à nous pour le 76<sup>ème</sup> Congrès de l'AATF en Martinique du 4 au 7 juillet prochains. Ce sera la deuxième fois où nous nous réunissons en Martinique. L'ambiance des îles, le climat chaud et ensoleillé, une cuisine qui marie les influences créoles et les produits locaux avec le meilleur de la gastronomie française et un peuple cha-

nous espérons vous voir nombreux au Banquet de gala lundi le 7 juillet. Chacun des hôtels propose aussi des excursions et visites auxquelles vous pouvez vous inscrire sur place. Nous vous rappelons aussi qu'un pass sur le bac entre la Pointe-du-Bout et Fort-de-France est inclus dans l'inscription au congrès, ce qui vous permettra de faire autant d'aller-retours que

nuit en route et assurent un vol sans arrêt de Fort Lauderdale ou de San Juan à Fort-de-France. De même, Carib Congrès nous a obtenu des tarifs d'hôtel extrêmement intéressants et nous voudrions en remercier les directeurs Éric et Olivier De La Houssaye. Les hôtels sont climatisés avec de belles vues sur les plages et la Pointe-du-Bout à des prix très raisonnables. Vous

## LA MARTINIQUE VOUS ATTEND AU CONGRÈS DE L'AATF

leureux et accueillant nous attendent.

Nous avons préparé un programme de haute qualité (pages 24-32) auquel nous ajouterons des intervenants et experts locaux. Consultez régulièrement le site Web de l'AATF à [<http://www.frenchteachers.org>] où les détails seront affichés dès leur confirmation.

Comme toujours lorsque nous nous retrouvons en terre francophone, nous essayons de profiter au maximum de la culture environnante. Il y aura des excursions pré- et post-congrès afin que les congressistes puissent profiter pleinement de leur séjour. En plus des excursions d'exploration de l'île en autocar, il y aura des sorties en bateau pour voir l'île comme les premiers arrivants. Pour ceux qui voudraient profiter de leur visite en Martinique pour connaître aussi la Guadeloupe, il y aura une excursion post-congrès en Guadeloupe.

La séance plénière aura lieu l'après-midi du 4 juillet. Nous aurons des personnalités locales et nous espérons avoir la présence d'Aimé Césaire, ancien maire de Fort-de-France, auteur et poète célèbre et membre honoraire de l'AATF depuis notre congrès en Martinique en 1979. En soirée, il y aura la réception de bienvenue suivi d'une représentation d'une nouvelle pièce de l'écrivaine martiniquaise Suzanne Dracius.

Nous attendons confirmation également d'une soirée martiniquaise, et bien sûr,



trouverez tous les renseignements sur les hôtels et sur les vols affichés sur notre site Web à [<http://www.frenchteachers.org>]. Pour de plus amples renseignements, consultez la liste des points forts du congrès qui se trouve à la page 7.

Nous vous garantissons un congrès inoubliable et un rendez-vous professionnel de la plus haute qualité. Venez retrouver un coin de France aux Amériques!

vous voulez pour la durée du congrès. La Pointe-du-Bout est une petite péninsule qui se situe en face de Fort-de-France. Les navettes partent toutes les 20 mn et le trajet dure 15 mn. Aucun hôtel ne peut accueillir tous les congressistes, mais les hôtels que nous avons choisis sont l'un à côté de l'autre. La Pointe-du-Bout ressemble à un petit village avec restaurants, banque, épicerie et boutiques. La distance entre les hôtels les plus éloignés ne dépassent pas 10 mn de marche paisible le long de plages magnifiques et sous des palmiers.

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Jean-Pierre Piriou, Président

Chers collègues et amis, sa ou fé?

Assis à mon ordinateur le 14 mars 2003, et juste après avoir écouté les nouvelles du soir, je ne puis écrire ce message sans faire allusion aux événements que nous risquons de vivre dans les jours et les semaines qui suivent. Je pense qu'en tant qu'individus, nous nous sentons tous concernés par ce qui se passe, mais en tant que professeurs de français, et étant donné la position actuelle de la France dans le concert des nations, nous ressentons le besoin d'exprimer nos opinions et d'intercéder en faveur du pays dont nous vantons les mérites et dont nous chantons les louanges à longueur d'année. Un certain nombre de nos collègues nous ont déjà demandé de prendre position, mais je dois vous rappeler que l'AATF est une association apolitique et que les seuls moments où nous nous mêlons activement de politique sont ceux où nous pensons que nous pouvons influencer la politique de l'enseignement des langues vivantes au niveau d'un état ou au niveau fédéral. Ceci dit, je ne puis m'empêcher de faire quelques commentaires sur les manifestations du sentiment anti-français grandissant aux États-Unis.

J'ai observé avec un regard amusé des restaurateurs américains vider dans le caniveau d'excellentes bouteilles de vin français, à moins bien entendu qu'ils n'aient été plus malins et n'aient mis une piquette quelconque dans des bouteilles de bon vin français avant de le gaspiller en signe de protestation! J'ai été plus attristé d'apprendre que le congrès des États-Unis à Washington avait eu assez de temps à perdre pour passer une résolution ou quelque chose du genre visant à bannir l'emploi des termes "French fries" et "French toast" sur le menu de la cafétéria du Congrès et à les remplacer par les termes de "freedom fries" et "freedom toast." Et voyant cela, je me suis presque étonné que le "French kiss" n'ait pas lui aussi été couvert

d'opprobre, mais il est vrai que lorsque l'on connaît les mœurs de certains de nos sénateurs et de nos représentants, on comprend mieux pourquoi "French kiss" ait été sauvegardé! Je sais qu'il n'est pas sérieux de dire cela, surtout après avoir commencé ce message en vous disant que le moment n'était pas à la plaisanterie, mais je vous rappellerai ce que le Cardinal John Newman voulait dire dans son *Apologia pro vita sua* quand il écrivait: "I laugh that I may not cry." Certaines des réactions à l'attitude de la France dans le conflit actuel reflètent un tel enfantillage qu'elles donnent plus envie de pleurer que de rire. Je pense par exemple aux bonnes âmes qui ont téléphoné au proviseur du lycée que fréquente leur progéniture en demandant qu'on élimine le français du curriculum. J'ai aussi une pensée émue pour les fins stratèges qui déclarent que la solution est d'expulser la France des Nations Unies, sans bien sûr suggérer la manière de le faire; mais le pompom revient à ceux qui réclament à cor et à cri qu'on rapatrie les ossements des soldats américains enterrés en Normandie parce que la terre de France n'est plus digne de les recouvrir.

Que faut-il retenir de tout cela? Sûrement ce que j'ai dit ce matin à une station de radio francophone de Montréal qui m'a barbé au téléphone alors que je venais tout juste de me raser: l'amitié franco-américaine est quelque chose de profond; elle a survécu à beaucoup de crises et elle

surmontera celle-ci également. Je sais que cela risque de nous rendre une tâche déjà difficile encore plus difficile, mais les Américains oublient vite et savent pardonner. Et puis, pendant combien de temps peut-on s'astreindre à manger des "chiens chauds" quand on sait qu'il y a du foie gras qui languit?

Comme vous le savez, tout ce qui concerne le prochain congrès à la Martinique est maintenant sur notre site Web, et les inscriptions commencent à affluer. Je suis convaincu que cette rencontre sera mémorable, non seulement par la haute qualité des interventions qui sont au programme mais aussi grâce au site merveilleux dans lequel elle va se dérouler et grâce à toutes les activités qui sont prévues. Une nouvelle pièce de théâtre de Suzanne Dracius, sa première, sera jouée le premier soir par une troupe d'actrices professionnelles martiniquaises grâce au généreux soutien de TV5. Le congrès sera marqué par une réception et soirée folklorique offerte par l'Office du Tourisme martiniquais à New York qui, je l'espère, sera représenté par Muriel Wiltord et Valérie Vulcain qui, toutes deux, nous ont tant aidés à faire de notre désir d'aller en Martinique une réalité. Que pourrais-je ajouter pour vous convaincre? Peut-être vous rappeler que le rhum est un produit naturel de la Martinique et que le premier ti-punch que l'on prend dans la journée s'appelle un "décollage!" À ma connaissance, personne

Volume 28 Number 4

AATF NATIONAL BULLETIN

April 2003

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206; FAX: (513) 861-5572; E-mail: [jbg@fuse.net]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organi-

zation. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

**Postmaster:** Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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.

n'est jamais resté assez lucide pour savoir s'il y avait un atterrissage plus tard!

Puisque le Grand Concours vient de se dérouler, je tiens encore cette année à féliciter Sidney Teitelbaum et son équipe, puisqu'aux dernières nouvelles, il m'annonçait 95.400 participants, soit 1400 de plus que l'année dernière. Ce n'est un secret pour personne que l'objectif de Sid est 100.000 et que l'année, très proche, où il atteindra ce record, il emmènera les anciens présidents de l'AATF faire une croisière à Tahiti! Je voudrais aussi féliciter Geneviève Delfosse, une amie de longue date, qui depuis l'année dernière préside à l'élaboration de tous les examens. C'est à sa suggestion et avec l'accord enthousiaste de Sid que nous avons décidé de "dépeussier" le Grand Concours et de revoir le format des examens. À cet effet, nous aurons un forum en Martinique où tous sont invités à venir faire part à Geneviève de suggestions pour actualiser le Grand Concours. Pour ceux qui ne pourront pas être là, je vous encourage à faire vos commentaires directement en vous servant des renseignements affichés sur notre site Web. Je voudrais vous exhorter aussi à être charitable et à ne pas vous contenter de dire à Geneviève que les enregistrements sont faits par de "vieilles mémés"—comme certains d'entre vous l'ont déjà fait. Quand vous l'aurez vue, en tenue autochtone, sur la plage de la Pointe-du Bout, vous comprendrez d'ailleurs que cette terminologie ne s'applique absolument pas.

Bien que le nombre des bourses soit réduit cette année à cause des restrictions budgétaires que les Services culturels ont connues, nous enverrons encore cet été des stagiaires en France et bien entendu au Québec et en Belgique.

Un nouveau service que l'AATF a mis en place cette année et qui a germé dans le cerveau, oh combien fertile!, de notre secrétaire générale, connaît un succès éclatant. Je veux parler du certificat et de la médaille octroyés au "Senior" qui s'est le plus distingué dans les études de français. Plus de 400 écoles se sont déjà prévaluées de ce nouveau programme que je vous recommande très chaleureusement. C'est un autre moyen de promouvoir les études de français et d'éclairer les administrateurs incrédules (voir les renseignements aux pages 37, 41).

Bien entendu, le congrès mondial de 2004 se profile à l'horizon et nous travaillons de plus en plus assidument, avec tous nos partenaires, à la préparation de ce grand événement. Depuis que la FIPF existe, ce congrès n'a eu lieu aux États-Unis qu'une seule fois, et c'est donc une chance que nous avons, sans compter une immense responsabilité, de jouer notre rôle dans

l'action pour la promotion du français et des études francophones dans le monde.

Puisque je viens de mentionner la Francophonie, le mois de mars est l'époque de la Semaine internationale de la Francophonie dans le monde. Toutes les ambassades de France sont mobilisées et organisent des séries de manifestations destinées à marquer cette célébration. Personnellement, je suis honoré d'avoir été invité par l'Ambassade de France au Brésil à venir une semaine et faire des conférences sur la Francophonie aux Amériques dans trois villes brésiliennes: Rio de Janeiro, Belo Horizonte et Brasilia. Je remercie ici tous ceux qui ont offert de venir porter mes bagages. Le nombre est tel que je n'ai pas suffisamment de valises et que je ne puis considérer d'autres volontaires!

Pour conclure, j'espère que les événements mondiaux ne nous plongeront pas dans l'abîme. En ce qui concerne la France, ne vous démoralisez pas, continuez à marcher le front haut, et souvenez-vous que dans tous les pays, les hommes politiques ne représentent qu'une petite partie de la population et que c'est tout le reste qui nous intéresse. Dans le prochain bulletin, je vous donnerai mes impressions du nouvel ambassadeur de France à Washington, Son Excellence Jean-David Levitte, que je dois rencontrer à l'ambassade le dix avril prochain.



Jean-Pierre Piriou  
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## NATIONAL LANGUAGE POLICIES AND ACTIVITIES

The following activities and policies were the focus of the Joint National Committee for Languages/National Council for Languages and International Studies in 2002:

- On November 20, saying that "we need to put the 'world' back into 'world-class' education," U.S. Secretary of Education Rod Paige announced his agency's new priorities for international education. The Department's first policy priority is "increasing U.S. knowledge and expertise about other regions, cultures, languages, and international issues."
- Since the terrorist attacks of September 11, numerous committees and

subcommittees in the 107<sup>th</sup> Congress, including Armed Services and Intelligence, have held hearings on our national languages and capabilities and increased funding for government language programs.

- Also since 9/11, foreign languages have received more attention from the national media than was the case in the entire previous decade. A major press briefing focusing solely on foreign languages was held at the National Press Club.
- In March 2002 the U.S. General Accounting Office (GAO) released a report requested by Members of Congress on "Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls," examining the federal government's language capabilities.
- The 107<sup>th</sup> Congress increased funding for foreign languages and international studies in higher education by \$20 million. They also passed legislation creating a National Language Registry and urging the creation of Language Flagship Universities. Foreign languages were included in the new national Teacher Recruitment Fellowships.
- The Congress passed and the President signed the No Child Left Behind Act reauthorizing the federal commitment to elementary and secondary education. This law includes the Foreign Language Assistance Program (FLAP) and other programs that support foreign languages such as star schools, magnet schools, and gifted and talented.
- The No Child Left Behind Act replaced the Bilingual Education Act with the new English Language Acquisition, Language Enhancement, and Academic Achievement Act which focuses solely on learning English. Massachusetts joined California and Arizona as states where voters passed ballot initiatives prohibiting bilingual education. A similar initiative failed in Colorado.
- The Children's Television Workshop (Sesame Street and Sesame International) began working with the language community to explore ways to provide their international programs and materials to classroom language teachers.

For more information, visit [<http://www.languagepolicy.org>].

J. David Edwards  
Executive Director

# NATIONAL BOARD CERTIFICATION® IN WORLD LANGUAGES OTHER THAN ENGLISH

In November 2002, the National Board for Professional Teaching Standards granted the designation of National Board Certified Teacher to the first 137 pioneering teachers of World Languages Other than English. These accomplished teachers' achievements have met the benchmarks for quality teaching in the field. Only two years ago, the National Board approved standards for teachers of World Languages Other than English, paving the way for teachers in this field to engage in the rigorous professional development process leading to National Board Certification. Assessments for teachers of Latin and Japanese are now available, in addition to the previously introduced assessments for teachers of French, German, and Spanish.

Research demonstrates that quality instruction from highly qualified teachers is important; accomplished teachers help students to reach high standards of learning. The National Board for Professional Teaching Standards®, founded in 1987, is taking the lead by setting standards for accomplished teachers and creating a voluntary system to assess and certify teachers who meet these standards.\*

## **Why go through National Board Certification?**

Teachers who have been through the rigorous process of National Board Certification often comment that it is one of the best professional development experiences in their teaching careers. The process allows teachers to engage in analytic study of their classroom practice as teachers. Teacher reflection becomes an embedded habit as a result. For some teachers, the intrinsic rewards of this opportunity are an end in itself. Others are recognized with financial incentives that substantially enhance their salaries. Districts often are able to retain high quality teachers in the classroom with financial incentives, alleviating the attrition of good teachers to other positions in and out of teaching. National Board Certification can open the doors to many teacher leadership opportunities while allowing these teachers to continue to do what they do best: teach. NBCTs speak at professional conferences, support professional growth in other teachers, work as part of their school communities to enhance student outcomes, and promote teaching as a professional career.

A recent study comparing National Board Certified Teachers to teachers who had not achieved this distinction concluded that National Board Certified Teachers significantly outperformed the comparison group on eleven of thirteen key dimensions of

teaching expertise (UNC, Greensboro, 2000). Students derive the benefits from the expert teaching of National Board Certified Teachers, teacher education programs can confidently place interns in the classrooms of these model teachers, and new teachers can count on knowledgeable mentoring from these accomplished colleagues.

## **What is included in the portfolio?**

National Board Certification is a performance-based assessment, where teachers demonstrate how they meet National Board Standards for their teaching field through a portfolio of their work. The portfolio consists of four separate entries, each of which calls for standards-based evidence of different elements of their teaching practices. Three of the entries ask candidates for National Board Certification to showcase specific aspects of their classroom instruction. Teachers submit videotapes, student work samples, and other materials from their classroom teaching and a detailed commentary that gives context for the evidence they submit. The fourth entry is a documentation of accomplishments, in which candidates describe how their work with families, the community, and other professionals have impacted their students' learning.

## **What do the Assessment Center Exercises involve?**

The assessment center, a second portion of the certification process, consists of six thirty-minute exercises and assesses selected content knowledge. Assessment center exercises involve content recognized by foreign language organizations to be essential proficiencies for all educators in world language instruction: knowledge of the interpersonal, interpretive, and presentational communicative modes and the linguistic system and knowledge of language acquisition.

To demonstrate oral proficiency, teachers will respond on tape in the target language to scenarios presented in English, providing accurate and full responses about contextualized social, practical, professional, and abstract topics. This exercise is scheduled separately from the other five exercises, and is completed in the presence of a test administrator, who does the recording. For the remaining five exercises, candidates go to Prometric Testing Centers where prompts are delivered by computer. Candidates are given up to 30 minutes per exercise to handwrite or type constructed responses to exercises that require them to demonstrate their knowledge and skills relating to interpretation of spoken language, written language, communication in writing,

language acquisition theory, and knowledge of how languages work.

## **Where can I learn more?**

Presentations on National Board Certification for teachers of World Languages have been offered at the American Council on the Teaching of Foreign Languages as well as each of the regional conferences. In addition, a number of the member language organizations have held sessions on National Board Certification specific to teachers of the World Languages represented by their organizations. In addition, a number of listservs have been initiated by those interested in supporting teachers through the three-year process of certification.

## **Am I eligible?**

Teachers are eligible to enter the National Board Certification process if they hold a baccalaureate degree, have taught for a minimum of three years, and have held a valid state teaching license (if required) during those three years. The National Board Certification process is an opportunity for teachers to reflect upon their practice, analyze student work and describe their deliberate and intentional instructional decisions based upon their understanding of student learning. The portfolio assessment allows educators to showcase how they meet National Board Standards in visible and multifaceted ways. Teachers actively practicing in the field score all assessments.

## **How can I apply?**

Applications for National Board Assessment are available online and by mail. Fee support is available to help defray the \$2300 application cost. For more information about the National Board for Professional Teaching Standards, fee support, or for an application contact: Telephone: 1 (800) 22 TEACH; Web site: [<http://www.nbpts.org>].

The National Board Certification® process is voluntary and is open to public and private school teachers from pre-kindergarten through grade 12. The World Languages Other Than English (World Languages) certificate is designed for teachers of students ages 3-12 (Early and Middle Childhood) and ages 11-18+ (Early Adolescence through Young Adulthood.)

\* This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2002, NBPTS has been appropriated federal funds of \$119.3 million, representing approximately 45 percent of the National Board Certification project. More than \$143.0 million (55 percent) of the project's cost will be financed by non-governmental sources.

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers collègues,

Les préparatifs du congrès de Martinique ont été extrêmement ardues, mais tout est maintenant prêt. Nous espérons que vous vous joindrez à nous dans ce coin de France perdu aux Caraïbes. Vous avez tous reçu une annonce par mél des détails du séjour et du voyage en Martinique dès que nous avons signé les contrats. Tous les renseignements se trouvent sur notre site Web à [<http://www.frenchteachers.org>]. Nous vous promettons un congrès inoubliable...en fait, quoi de mieux que de parler de l'importance du français dans le monde le long des plages tranquilles, baignant dans une mer chaude et sous un soleil tropical. Ce sera reposant et revivifiant en même temps.

Dans les pages de ce numéro du *National Bulletin* vous trouverez les renseignements concernant le séjour et le voyage, les descriptions des activités et excursions (pages 7-8), le formulaire d'inscription (pages 9-10), ainsi que le programme préliminaire (pages 24-32).

L'AATF organise des vols charters vers la Martinique à partir de Fort Lauderdale ou de San Juan (selon le jour du départ). J'y travaille depuis l'été dernier et intensivement depuis novembre pour tout confirmer à un prix raisonnable. Tout n'a été finalisé que fin février. Si vous avez fait des recherches sur les vols vers la Martinique, vous avez appris que ce n'est pas facile d'y accéder. Seule Air France y va directement des États-Unis au départ de Miami, mais l'avion s'arrête deux fois en chemin et si vous n'habitez pas à Miami même, vous devez ajouter une nuit d'hôtel à l'aller et au retour. Les autres compagnies qui desservent les îles de la Caraïbe ne vont pas en Martinique, et les passagers sont obligés d'attraper une ou plusieurs correspondances sur d'autres îles. Donc les tarifs sont comparables à ceux des vols réguliers, mais les vols sont sans arrêt jusqu'à la Martinique. Nous tenons à remercier Carib Congrès de leur assiduité et de leur efficacité dans la préparation de ce congrès.

Pensons également au congrès de 2004 qui aura lieu à Atlanta avec la Fédération internationale des professeurs de français. Vous trouverez l'Appel à communications à la page 19. La date limite pour soumettre les propositions pour Atlanta est le **1<sup>er</sup> octobre 2003**.

Cette année, l'AATF fête la cinquième Semaine du Français. Cette initiative de notre ancienne Présidente Gladys Lipton s'est établie comme un événement à ne pas manquer dans beaucoup d'écoles et

de villes. Encore plus à l'heure actuelle, il est essentiel de sortir le français de la salle de classe, de renforcer et de mettre en évidence les liens avec la Francophonie et de montrer aux autres que ce qui nous unit est plus important que ce qui nous divise.

Vous trouverez au milieu de ce numéro du *National Bulletin* une nouvelle affiche pour les deux années à venir. Les dates pour 2003 et pour 2004 sont du 5 au 11 novembre. Nous avons voulu changer l'affiche cette année pour qu'elle soit moins littérale. Plutôt que les images photographiques du passé, nous avons choisi une image d'inspiration impressionniste. N'oubliez pas que la Francophonie est quand même des millions de personnes sur tous les continents qui parlent français comme langue maternelle, comme langue seconde ou étrangère et comme langue d'affinité. Vous trouverez aussi dans ces pages les articles promotionnels que nous préparons toujours pour la Semaine du Français (page 39).

Nous vous demandons encore plus maintenant de sortir le français de la salle de classe, de parler de l'importance de la Francophonie à l'échelle mondiale et de promouvoir l'enseignement du français à tout moment.

Jayne Abrate  
Secrétaire générale  
[[abrata@siu.edu](mailto:abrata@siu.edu)]

## SPECIAL NOTICE

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

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

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

### PLATINUM LEVEL BENEFACTOR:

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

### GOLD LEVEL BENEFACTOR:

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

### SILVER LEVEL BENEFACTOR:

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

### BRONZE LEVEL BENEFACTOR:

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

In addition to these new categories, members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. A contribution made in 2003 is deductible on your 2003 income tax return.

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

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

# NATIONAL FRENCH WEEK 2003

Start planning now for the fifth annual National French Week celebration. Join with your local chapter, colleagues in your school and community, as well as colleagues at local colleges and universities to create another exciting National French Week.

We will again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts, and invitations) available for distribution by August 1 (see page 39). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

Remember that every activity from large to small can be an effective promotional event for the study of French, especially when students are involved. Below is just a brief list of some of the successful activities organized by our members over the past four years, proceeding from small to city-wide:

- student-created posters on French or Francophone scientists, artists, authors, engineers displayed in the school or in local places of business;
- a student-created mural featuring famous French or Francophone individuals or a giant crossword puzzle with French clues;
- an exhibit of student-created reproductions of famous French art works;
- a French meal served in the school cafeteria or French menus for the regular cafeteria fare;
- inviting colleagues in other disciplines to study units on French-related topics during the week;
- serving croissants and *café au lait* in the teachers' lounge or to the counselors and office staff;
- a "French fact a day" read over the public address system;
- poster, slogan, cooking, sports, or recitation contests with prizes, of course;
- organizing groups of older students to teach a French lesson or song to elementary school students;
- a job fair featuring local French businesses or U.S. businesses that have operations in France;
- guest speakers including natives of Francophone countries, artists, authors, performers, or film directors;
- immersion activities (but with outside participation by administrators or elected officials as judges, for instance), Francophone festivals, film festivals, performances;
- collaboration with area music, theater, or arts groups, museums, local movie theaters, sports teams, international clubs, etc.;
- a talent show or cabaret or karaoke evening featuring all French skits, songs, and music;
- consult the AATF Web site [<http://www.frenchteachers.org/>] for other ideas.

These represent just a few of the many creative ideas suggested by our members. Do not forget that one of the key components of National French Week is to involve target audiences beyond our students and their families. Be certain to include counselors, fellow teachers, potential students and their parents, administrators, school board members, and local elected officials in your festivities. Begin working now to obtain a proclamation from your mayor and share it with colleagues in your city. AATF Chapters should begin work immediately to obtain a proclamation from the governor and make sure every chapter member receives a copy. These can be published in newsletters and on posters and shared with the media. University faculty should take a copy of these proclamations and request a similar statement from the university president or provost.

Many of you reported having difficulty getting media attention for your activities. Media coverage is a key component to a successful *National French Week*, but is not always easy to attract. The media are interested in events rather than information. Present your news as an event although you may well need to provide background information as well. Court your local journalists and television reporters or, better yet, have your students do it. Don't forget the school newspaper or alumni magazine. Of course, this year you can return with documents, photography, and video from past events. Create a schedule for contacting the media with periodic updates both before and after the event.

## CELEBRATE NATIONAL FRENCH WEEK



### NOVEMBER 5-11, 2003



#### NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2003 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- Request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 40) or National French Week items (page 39);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START  
NOW!**

# HIGHLIGHTS OF THE AATF CONVENTION IN MARTINIQUE, JULY 4-7, 2003

## Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. The requirements are listed on page 8 of the January *National Bulletin*, and you can register on the convention registration form.

## Hotels

The convention hotels are located at La Pointe-du-Bout, a tiny peninsula directly across the bay from Fort-de-France. The five main hotels are all located next to one another with a maximum walking time between the two farthest hotels of 10 minutes. The overflow hotels, if needed, are only a few minutes away by water ferry (leaves every 15 minutes). Hotel reservations will be handled by Carib Congrès [<http://www.caribcongres.com>]. Room prices for all the hotels except one include breakfast. Reservations must be made by **May 15, 2003** to receive the convention group rate.

## Packages

The AATF and Carib Congrès have put together 5-, 7-, and 9-night packages for the convention in Martinique. Each package includes round-trip charter airfare from Fort Lauderdale or San Juan, depending on day of departure, hotel, transfers between the airport and hotels in Martinique, and all taxes and fees. Package costs range from 785 to 1055 euros, depending on length of stay and category of hotel. Reservations must be made by **May 15, 2003**. To purchase charter flight or hotels separately contact Carib Congrès at [[aatf.martinique2003@caribcongres.com](mailto:aatf.martinique2003@caribcongres.com)].

## Roommate List

We will again provide a roommate list for those wishing to find someone with whom to share a room. We provide the names and contact information for other members requesting the list, and individuals can contact others on the list directly. The list will be distributed once enough individuals have registered to have thirty names on it.

## Getting There

### Airfares

Getting to Martinique is a challenge. The AATF has organized charter flights to Fort-de-France on July 1, 2, and 3 with return flights from Fort-de-France on July 8, 9, and 10. The 5-night package leaves from Fort Lauderdale, FL, and the 7- and 9-night packages leave from San Juan, Puerto Rico. Fares will be comparable to regular airfares

to Martinique. However, the charter flights will allow most attendees to avoid an overnight stay *en route*, and they are non-stop. Any AATF member and his or her guest(s) may take advantage of these flights. All adult passengers on the charter flights must register for the convention. All charter reservations MUST be made by **May 15, 2003**. After that date, ticketing will be on a space available basis only. Only round-trip tickets will be available.

For those traveling to Fort Lauderdale or who wish to connect through Orlando to get to San Juan, the AATF has negotiated a special rate with Southwest Airlines (10% off most of its fares). Call the Southwest Airlines Group Reservations Desk at (800) 433-5368 and refer to the following ID code: J9072.



Valerie Wilson Travel is now the official travel agency for the AATF convention. They will be happy to help AATF members make their flight arrangements to San Juan or Fort Lauderdale and hotel arrangements, if an overnight stay necessary *en route*. Please contact Lisa Kader at 1-800-776-1116 x3225 or 914-701-3225 or e-mail [[lisak@vwti.com](mailto:lisak@vwti.com)]. Remember to leave your travel requirements and your e-mail address when calling. Note: Hotel reservations in Martinique and ticketing of the charter flights will be handled by Carib Congrès.

## Ground Transportation

For those who wish to rent a car while in Martinique, all the major car rental companies have offices near the hotels, and most of the hotels have special arrangements with a particular company for their guests.

## Other Activities

We are organizing a number of activities and excursions, including pre- and post-convention. The descriptions are listed below, and you may use the convention registration form to sign up. In addition, other

excursions will be available on site at the various hotels, although we are offering the excursions listed below at group rates.

## Excursion Nord Leyritz (Thursday, July 3, all day)

Départ de l'hôtel en bus jusqu'à Fort-de-France. Visite du Sacré-Cœur de Balata (réplique de la basilique à Montmartre), traversée de la route de la Trace jusqu'au Jardin de Balata (découverte des fleurs et plantes tropicales qui ont fait la renommée de l'île aux fleurs), poursuite de la route de la Trace à travers la forêt tropicale, traversée du village de Morne-Rouge, arrivée à Saint-Pierre «Ville d'art et d'histoire», connue pour sa destruction lors de l'éruption de la Montagne Pelée, découverte de ses ruines, arrêt déjeuner à la Plantation Leyritz datant du XVIII<sup>ème</sup> siècle, visite de son musée de figurines végétales, poursuite du tour vers la côte Atlantique avec visite du musée de la distillerie Saint-James, arrêt artisanal chez Tilo, retour à l'hôtel en autocar. *Cost: \$65 per person.*

## Soirée restaurant «Ti Sable» (Thursday, July 3)

Départ en bus de l'hôtel, descente le long de la côte vers Grande Anse d'Arlet jusqu'au restaurant «Ti Sable» (ancienne habitation de style créole) situé en bordure de plage, accueil par un orchestre créole à la lueur des flambeaux. *Cost: \$85 per person.*

## Buffet Lunches (Saturday, July 5; Sunday, July 6; Monday, July 7)

There are a number of restaurant options at La Pointe-du-Bout. However, if several hundred *congressistes* and their guests head for the restaurants at the same time, the restaurants will be hard-pressed to serve everyone in a timely manner. Therefore, we are offering the option of light buffet luncheons during the convention for those who wish to take advantage of them. *Cost: \$20 per person; includes non-alcoholic beverage.*

## Excursion Trois Îlets (Saturday, July 5 or Sunday, July 6, departure 4:00 p.m.)

Visite de la Poterie des Trois Îlets et du Château Gaillard. *Cost: \$25 per person.*

## Soirée bateau «Kalenda Zouk» (Tuesday, July 8, departure 8:00 p.m.)

Départ vers 20h00 de la Marina de la Pointe-du-Bout, circuit découverte côtière à bord d'un grand catamaran à moteur, sous les projecteurs avec commentaires (historique des sites et des lieux) après avoir traversé la Baie des Flamands et le Fort

Saint Louis dans son habit de lumière, puis vous découvrirez l'Anse à l'Âne, l'île à Ramiers, la Grotte des Pirates, Anse Dufour, Anse Noire,... boissons à gogo, jus et rhum vieux. Dîner à bord avec animation musicale, disc jockey, jeu de limbo, soirée dansante. *Cost: \$75 per person.*

#### **AATF Awards Banquet** (Monday, July 7)

As in the past, the AATF will sponsor its annual Awards Banquet on the last night of the convention where we will honor our Outstanding Teachers, new Honorary Members, Outgoing Executive Council members, and others who have contributed to the success of AATF activities throughout 2002-2003. *Cost: \$50 per person.*

#### **Excursion Sud Impératrice** (Tuesday, July 8, all day)

Départ de l'hôtel en bus jusqu'au Domaine de La Pagerie, visite de son musée, en route vers la côte avec le passage aux Anses d'Arlets (petit village de pêcheurs) puis le Diamant et son magnifique Rocher (qui fut utilisé comme forteresse pendant la colonisation anglaise), direction Rivière-Pilote en passant par les plantations de bananes, arrêt à la distillerie La Mauny avec visite commentée de l'usine (fabrication du rhum) et dégustation, arrêt baignade aux Salines (l'une des plus belles plages de l'île) avec barbecue (poisson ou poulet), retour à l'hôtel en autocar. *Cost: \$55 per person*

#### **Excursion «Couché de soleil»** (Sunday, July 6, departure 4:00 p.m.)

Excursion en soirée à bord du catamaran à moteur avec boisson et navigation le long de la côte caraïbe. *Cost: \$35 per person.*

#### **Excursion Guadeloupe** (Tuesday, July 8-Wednesday, July 9)

Deux nuits Guadeloupe au Novotel Bas du fort. *Cost: \$425 per person, double occupancy (supplement \$44 for single occupancy) includes round-trip airfare from Fort-de-France to Pointe-à-Pitre, all airport taxes, transfers between the airport and hotel, and two nights lodging (demi-pension). Les participants seront libres d'explorer l'île par eux-mêmes.* Note: The pre-convention Guadeloupe excursion has been cancelled.

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## **SUMMER WORKSHOPS OFFERED**

The Center for Language Education and Research (CLEAR) at Michigan State University offers a variety of Summer Workshops for teachers of foreign languages. To learn more about these opportunities, contact the CLEAR office at (517) 432-2286 or by e-mail at [clear@msu.edu] or see the CLEAR Web site at [http://clear.msu.edu].

## **LEGISLATIVE ALERT**

### **The budget axe strikes again. Low Priority Items to be Eliminated.**

On February 3, 2003, President George W. Bush released his proposed budget for FY2004. The President requested \$53.1 billion for the Department of Education, a 5.6% increase from last year's request. The three programs receiving the largest increases are Title I, IDEA (Individuals with Disabilities Education Act), and Pell grants.

Despite the increase in the proposed budget, many critical programs were eliminated. Once again, the Foreign Language Assistance Program (FLAP) was not funded. This program along with many other individual education programs can be eliminated through the budget process despite inclusion in the No Child Left Behind Act.

The budget was delivered to all Members of Congress on February 3. The House and Senate's budget proposals, however, will be delayed until the FY03 budget is signed into law. Due to elections, the war on terrorism, and homeland security issues, the FY03 budget process has taken longer than expected. The final budget should be enacted within the next few weeks.

JNCL-NCLIS has received word from staff members on Capitol Hill that it is critical that members of the foreign language community show their support for FLAP. This year we are facing a new Congress and a Republican controlled House and Senate. Many of these new members do not know about FLAP. It is up to us to educate Members of Congress about the high quality language programs created through FLAP funding. Please write your Senators and Representative informing them of language programs in your state and school district. (Sample letters are posted on the JNCL-NCLIS Web site.) In addition to your letters, please encourage students and parents to write. The more support that FLAP receives, the more likely it is to survive the Appropriations chopping block.

JNCL-NCLIS members can show their support for foreign language programs by attending our Annual Legislative Day. This is a chance to personally meet with Members of Congress and their staff to discuss language programs. Every year we have received positive feedback from Congressional offices on how much they learn from these meetings. These meetings often have resulted in support from Members of Congress who might otherwise have voted for FLAP's elimination.

For more information on the budget for FY03, FY04, Legislative Day, and the Foreign Language Assistance Program (including a directory of FLAP programs in the U.S.), please visit the JNCL-NCLIS Web site at [http://www.languagepolicy.org].

## **NATIONAL CONFERENCE ON HERITAGE LANGUAGES**

In October 2002, nearly 300 people gathered for the Second National Conference on Heritage Languages in America. The conference brought together heritage language community and school leaders, representatives from pre-K-12 schools and colleges and universities, world-renowned researchers, and federal and state policymakers to plan and lead new initiatives in heritage language development in the U.S.

While the conference itself can be viewed as a success, it is even more important that we capitalize on the talent of those who attended the conference and their commitment to building on and developing the language proficiency of heritage language speakers in our country. High levels of language proficiency among heritage language speakers will assist in meeting our needs in global economic competitiveness, national security, civic engagement and participation, community leadership, and cultural preservation. To build this national resource, we need policies, strategies, and resources. We also need structures through which we can collaborate to accomplish this vision.

Accordingly, representatives of the conference organizers, the Center for Applied Linguistics and the National Foreign Language Center, have declared the establishment of the Alliance for the Advancement of Heritage Languages. Over the past several months, a number of preliminary organization-building activities have been undertaken, including the creation of a Web site and an e-mail discussion list. The Web site is already operational at [http://www.cal.org/heritage]. If you are not already subscribed to the new list, called [heritage-alliance], please contact Scott McGinnis at [smcginnis@nflc.org]. Unlike this existing heritage list, which deals with a number of topics in heritage language education, research, publications and jobs, [heritage-alliance] will be relatively "quiet" and will only be used for official postings related to the Alliance.

In the months ahead, AAHL activities will include the selection of an action board, and the development of a set of policy statements, and activities for the upcoming calendar year. Questions and comments may be directed to Scott McGinnis at [smcginnis@nflc.org].

**NEW AATF WEB SITE**  
**www.frenchteachers.org**

# AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## 76<sup>th</sup> ANNUAL CONVENTION: MARTINIQUE, JULY 4-7, 2003

**Please print all information.**

Name: \_\_\_\_\_ School Affiliation: \_\_\_\_\_  
(as you would like them to appear on your badge)

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

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country \_\_\_\_\_ Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Note: This year, exceptionally, programs and materials will be mailed to registrants before the convention because of the difficulty of shipping them to Martinique. They will be mailed on or about June 15. If you will not be at the above address between June 15 and July 1, please provide an address where these materials can be mailed.

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

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

### CONVENTION REGISTRATION

The Registration Fee includes registration, shuttle service between the airport and hotels, a four-day pass on the ferry between the hotels and Fort-de-France, coffee breaks, a play performance, a *malette du congrès*, and a tee-shirt. Please note the dates for the various Pre-Registration and Late-registration fees. The last date when Pre-Registrations will be accepted is if postmarked by **June 1, 2003**. After this date, the late registration fee will apply.

- |  |                                 |              |
|--|---------------------------------|--------------|
| • Early-bird Registration fee (if postmarked by March 10, 2003)  | \$200 US                        | ___ PAST ___ |
| • Pre-registration fee (if postmarked by June 1, 2003)   | \$250 US                        | _____        |
| • 2003 Membership in AATF (required if you are not already a member for 2003)  | \$45 US                         | _____        |
| • 2003 First-time membership in AATF, if you have never been an AATF member<br>(This offer is good only on pre-registration. It will not apply on-site.) | \$0-included in<br>registration | _____        |
| • Late or on-site registration fee (after June 1, 2003)  | \$275 US                        | _____        |
| • Emeritus registration (must be an AATF Emeritus member)  | \$90 US                         | _____        |
| • Student registration   | \$90 US                         | _____        |
| • Friend/Guest of AATF member (must not be a French teacher)   | \$100 US                        | _____        |

Please provide name of friend/guest(s) \_\_\_\_\_

Note: Because of the special circumstances of this meeting and what is included in the registration fee, all guests (spouses, family members, friends) over the age of 18 who accompany the member to the convention must register at the guest rate.

**SUB-TOTAL REGISTRATION FEES:** \_\_\_\_\_

Martinique Souvenir Tee-Shirt

Please indicate size for each registrant and guest.

L or XL \_\_\_\_\_ (included in registration)

XXL \_\_\_\_\_ (included in registration)

AATF Tee-Shirt: "Le Français m'ouvre le monde"

Please indicate size and quantity L or XL \_\_\_\_\_ at \$15 \_\_\_\_\_

XXL \_\_\_\_\_ at \$16 \_\_\_\_\_

**SUB-TOTAL TEE-SHIRTS** \_\_\_\_\_

## OPTIONAL ACTIVITIES AND EXCURSIONS

(Descriptions are on pp. 7-8 of this issue; spouses and guests are welcome at all meals and activities.)

Academic Credit through Webster University (one-hour graduate credit)	\$100 US	_____
Buffet Luncheons (Saturday, Sunday, Monday; price per person per day)	\$20 US	_____
# _____ Saturday	# _____ Sunday	# _____ Monday
Two-nights in Guadeloupe (includes airfare, hotel-demi-pension, taxes, transfers)	\$425 US	_____
# _____ Pre-convention (July 2-3)	# _____ Post-convention only (July 8-9)	_____
	(Supplement of \$44 per person for single room)	_____
Excursion Nord Leyritz (all day Thursday, July 3)	\$65 US	_____
Excursion "Ti Sable" Restaurant (Thursday, July 3)	\$85 US	_____
Excursions Trois Ilets (4 p.m. departure)	\$25 US	_____
# _____ Saturday, July 5	# _____ Sunday, July 6	
Excursion Couché de soleil (Sunday, July 6, 4 p.m. departure)	\$35 US	_____
AATF Awards Banquet (Monday, July 7)	\$50 US	_____
Excursion Soirée bateau "Kalenda Zouk" (Tuesday, July 8, 8 p.m. departure)	\$75 US	_____
Excursion Sud Impératrice (all day Tuesday, July 8)	\$55 US	_____

### SUB-TOTAL OPTIONAL ACTIVITIES

Optional Activities may continue to be open on a space available basis after the pre-registration deadline. Reserve early to guarantee your place.

### TOTAL PAYMENT DUE:

\_\_\_\_\_ I would like to receive an official certificate of participation in the convention.

\_\_\_\_\_ I am interested in finding a roommate for the Martinique convention. Use the information on the other side of this form to contact me. (The first lists will not be sent out until enough people have registered and requested roommates to have 30 names on the list.)

**PAYMENT:** Payment may be made by check or credit card. Canadian and Foreign members must pay by check in US dollars drawn on a U.S. bank or by credit card. Canadian members may also pay by check from a US dollar account.

CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. \_\_\_\_\_ EXP. DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**REFUND POLICY:** Requests for refunds must reach National Headquarters no later than **June 15, 2003**. A \$25 fee will be assessed to cover administrative costs. NO refunds after June 15, 2003. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.

# REGIONAL REPORTS

## REGION VII - WEST CENTRAL

The chapters of Region VII had a very busy and productive year. Membership across the region either increased or remained stable. Officers worked very hard to provide excellent and meaningful programs for their members. Students were very successful in their studies as evidenced by the high numbers of state and national place winners of the *Grand Concours*.

Awards received by AATF members in Region VII attest to the quality of the teaching and programs found throughout this nine-state region. Last year, the Chicago/Northern Illinois Chapter was recognized for having the most participants in the nation in the National French Contest for the twelfth year in a row. The 2002 administrative team of Theodore Haldeman, Daniel Doak, and Eileen Walvoord received a special award at the annual *Distribution des prix* at Dominican University. Congratulations as well to Anne Hebert who received *Le Prix du chapitre* 2002 for her many contributions to the teaching of French and to Margot Steinhart who was awarded the Dorothy S. Ludwig Excellence in Teaching Award at the Secondary Level.

The Greater Kansas City Chapter was honored at the Boston convention as well with a second place award as the Outstanding Small AATF Chapter for 2002. The 27% membership increase was due to the quality of events and programs, active and interested members, and outreach to French teachers throughout the region.

The Minnesota Chapter is pleased to report that Georgette Pfannkuch and Judy Johannessen were named *Chevaliers dans l'Ordre des Palmes académiques*. Members are also extremely pleased that Minnesota had 62 National Winners in level 01-5 of the *Grand Concours*, and 37 FLES National Winners. Two national winners from Minnesota were honored in Boston during the convention. *Félicitations* to Clara Peterson, first place, level 3, a student of Kathleen Lahouse of Cooper High School, and to Melanie Jacobson, first place, level 5, of the International School of Minnesota and a student of Raphael Fraise.

President Gwenne Hickman of the Downstate Illinois Chapter was one of three recipients of the Illinois Lt. Governor's Award for Excellent in Teaching.

Congratulations to all these *lauréates*.  
Ann Sunderland  
Region VII Representative

## REGION VIII - SOUTHWEST

This report has a triple purpose: to report on activities of several individual chapters from whom I have received reports, to talk about a continuing liaison between the business and education sectors of our region, and, finally, to focus attention on an insidious problem which has surfaced in two different areas of our region and which finds replication in still another. This latter situation cries out for further attention and focus.

In an overview of the activities of this region, it must be said that *la Semaine du Français* continues to be a central focus for many chapters, although some have said that the efforts in this area have declined somewhat.

### BUSINESS AND EDUCATION

Another activity in the Dallas and Houston areas is a growing liaison between business and education. This burgeoning interest relies heavily on cooperation with the French-American Chamber of Commerce in Dallas and with the French Consulate in Houston.

In Dallas, this activity was headed for many years by Pat Bradley and Philippe Orsetti and held at Richland College. For the past two years the venue has been the University of Texas at Dallas. Jean-Marc Chemla of the French-American Chamber of Commerce worked directly with the AATF to offer students an opportunity to learn about a brighter future with French as an asset. Talks by businessmen presented students with ideas of future involvement in France through the possibility of employment with French companies. In addition, there were a few competitions for students to apply their knowledge. Prizes were supplied by the business sector. The Fifth Annual French Business Symposium was held at St. Thomas University in Houston in November. Denis Simmoneau, *Consul général de France à Houston*, gave the introductory remarks to this most successful day. The extensive program offered parallel sessions on exchange programs, information and documentation about France, its culture and educational system, as well as opportunities abroad and with French companies in the U.S. Opportunities in the areas of science and engineering, computer science, and technology were discussed. The day concluded with a raffle.

Another area of direct participation by business has been the establishment by Essilor of America, Inc. of a summer grant. For the past three years this organization has provided a university student from the

North Texas area with a \$3500 grant to pursue studies at the *Université de Caen* for a period of four weeks. The AATF has worked with them to send out mailings, to review the applications, to interview the candidates, and to make the final choices. Sherry Johnson, former AATF chapter president, and Maurice Elton, former AATF Regional Representative and recently retired from Southern Methodist University, have played significant roles in this process.

### PROBLEMS ON OUR HORIZON

Two of our chapters, Arkansas and New Mexico, have had to deal with major problems relating to French language enrollments.

Two years ago, the state legislature in Little Rock discussed a foreign language provision, SB 417 known as "The Spanish as the Primary Foreign Language in Arkansas Act." This bill, introduced by State Senator Jodie Mahoney, was opposed by foreign language educators as well as the Arkansas Education Association president and a representative of the Arkansas Association of Educational Administrators. This bill was narrowly defeated. Since then the bill has re-surfaced in a slightly revised form as HB 1144. In essence, the bill promotes one language, Spanish, over all others. Other languages essentially would disappear. Not only does it appear undemocratic since it takes away student choice, but it also chips away at local control of curriculum. Barbara Ransford, President of the AATF Arkansas Chapter, rallied her colleagues two years ago to help defeat the bill. They are, even now, readying their forces to confront the House Education Committee again. AATF President Jean-Pierre Piriou and Executive Director Jayne Abrate sent forceful and intelligent letters in protest two years ago. We need also to hone our letter writing skills. If you are interested, check out the Web site [<http://www.arklegg.ar.us>] to read the bill and to get e-mail addresses of the Arkansas House Education Committee.

Another insidious blow has been dealt to language instruction, this time in New Mexico. Phaedra Shively, President of the AATF New Mexico Chapter, has taken the offensive and is making every effort to defeat a proposed amendment to the Public School Code, Section 222-8.4 NMSA Graduation Requirements. This is part of an initiative to eliminate foreign language from graduation requirements. In doing this, the education department is saying that languages are unimportant in the educational process. At the present

time, students have a communication skills requirement which foreign language courses can fulfill. The time element for satisfying this requirement differs from 2-3 years according to different areas of the state. It is interesting to note that Phaedra Shively feels that the newly-elected Governor Elliot Richardson may become a valued ally since he himself is trilingual in English, French, and Spanish. As of now, the issue of graduation requirements has been put on hold, and a motion to conduct four public workshops was approved.

While the matter has been put tentatively aside, this is an alarming development since states have a tendency to imitate one another on certain issues. AATF President Jean-Pierre Piriou wrote of a similar initiative to abolish the foreign language requirement in Georgia in his presidential message.

These developments imply that we must be vigilant and stand ready to write letters, to work with influential individuals to turn the tide. If ever there was a need for languages and open-mindedness to the value of understanding another culture, the time is now! This is an insidious movement which we must work forcefully to stem and to oppose. I have suggested to President Jean-Pierre Piriou that he consider forming a commission to study this. With the dearth of language specialists, this is hardly the time for Americans to foment, albeit inadvertently, increased ignorance about other languages and other cultures. Some of the problems confronting the U.S. today are, to a degree, the consequences of misinformation and misunderstanding.

Helen Lorenz  
Region VIII Representative



## NEW FRENCH LANGUAGE PROGRAM: CAROLE FREDERICKS' LEGACY IS INCORPORATED INTO LANGUAGE PROGRAM

For those who were excited to learn about Carole Fredericks and the possibility of using her music in the French classroom in the article "Using the Music of Carole Fredericks in the French Classroom" by Nancy Gadbois which appeared in the November 2002 issue of the *National Bulletin*, more teaching materials will soon become available.

Carole Fredericks grew up in Winchester Square in Springfield, MA where many of Mme Gadbois' students currently live. Carole Fredericks, the younger sister of blues musician Taj Mahal, graduated from Classical High School in 1971. She emigrated to France in 1979. Mme Gadbois discovered Carole's music by accident in 1996 while in France with a group of teens. She recounts: "The students wore school jackets bearing the name 'Springfield, MA' and wherever we went, locals and tourists would ask if we were 'truly from that city.' We assumed, incorrectly, that France and its visitors knew that our city was the home of the Basketball Hall of Fame." Instead, it was because of *Un, Deux, Trois* (where Carole mentions her roots in Springfield, MA) from the album *Fredericks Goldman Jones* which was at the top of the charts.

In 2002 suburban Glastonbury, CT embarked on an endeavor to create curriculum units in a new language program which would do away with textbooks and create a curriculum based on samples of readings, music and the arts, and the Internet. Nancy Gadbois volunteered her services to create lesson plans in French. Her task was to specifically work on the Africa curriculum which segued to incorporating Carole's biography and music into the program. For the past year, Carole's sister, Connie Fredericks-Malone, has worked closely with Mme Gadbois providing materials and helping to secure permission for use of the music, lyrics, and music videos in the program. Carole's life in France and success as a singer exemplify the Franco-American connection as well as the accessibility of the French language. Just think: African American girl goes to France, masters the language, becomes a big STAR, is beloved by the masses, never forgets her roots and elevates her hometown to international status!

What has emerged is "Tant qu'elle chante, elle vie: apprendre

le français grâce à l'héritage de Carole Fredericks." An innovative technique is the use of music videos as a teaching tool in the program. The music videos with Carole will be an integral part of the lesson plan. Plans are to introduce the program at the convention in Martinique.

The package will contain six lesson plans by Mme Gadbois and six music videos by Carole and the musical group Fredericks Goldman Jones. The program is designed for classroom use only. The lesson plans and music videos will be packaged together and sold as one unit to individual teachers, school systems, and students.

Mme Gadbois and Ms. Fredericks-Malone will be at the 2003 AATF Convention in Martinique. They are also scheduled to make a presentation in November at the American Council on Teaching of Foreign Languages Conference in Philadelphia. Watch the *National Bulletin* and the AATF Web site for more information or consult the official Carole Fredericks Web site at [<http://www.carolefredericks.net>].

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

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

### NEW PUBLICATION

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

# CHAPTER NEWS

## ALABAMA

Homewood High School French students participated in their third annual National French Week, for which the school was awarded a \$500 Small Grant from the AATF. The week was filled with educational and cultural activities for the Homewood student body and community to celebrate the study and teaching of French language and culture. Students created informational posters about famous French people as well as a large world map highlighting the French-speaking world. The entire school was involved in a French trivia game where questions were read during the morning announcements and students won prizes for their answers each day.



Attachée culturelle adjointe  
Karine Larcher

Dr. Catherine Daniélou from the University of Alabama at Birmingham made a presentation to all French classes about traditional French holiday celebrations and customs. The French classes and the Family and Society classes teamed up over two days to cook French meals for lunch. On Friday, the French department hosted a *ciné-club* in the school's small theater where all students were invited to see portions of different French films during each class period. One evening, families of students from Homewood and the Altamont School met to listen to Michael Marto, a former French student at Auburn University, discuss how language training has furthered his career.

During the recent 2003 chapter meeting, Karine Larcher, the *Attachée culturelle adjointe* in Atlanta, was awarded one of three *Prix d'excellence* from the Alabama Chapter. Because Karine was unable to attend the meeting, the *Prix* was actually given to her by the *Consul général* in a ceremony at the consulate.

Karine has been an extraordinarily dynamic person since her arrival in Atlanta 18 months ago. We wanted her to know how much we appreciate her tireless efforts to help promote the French language and culture in our region and her unparalleled commitment to French teachers.

Samia Spencer  
Secretary-Treasurer

## CENTRAL TEXAS

Michael Hydak serves as President of the Chapter. He reported that about 25 members met in October at the McNay Art

Museum in San Antonio for a docent-led tour of the exhibitions "From Fauvism to Impressionism" and "A View from the Top," followed by lunch. A spring meeting is being planned in Austin at the University of Texas which has been named a Center for French Studies and Humanities Research Center. The University has a collection of nineteenth and twentieth-century books, documents, and realia.

It was good to see some new people step forward to take on the responsibilities of leadership. Thanks to Stephanie Brown, Secretary-Treasurer, and Heather Alonzo, Vice-President.

Submitted by Helen Lorenz  
Region VIII Representative

## CHICAGO/NORTHERN ILLINOIS

The kickoff for National French Week was the Day of Enrichment for high school teachers of French at Northwestern University, attended by 55 teachers. Dr. Marie-Simone Pavlovich spoke on the use of popular fairy tales to develop students' skills by using films (*La Belle et la Bête*, French and Hollywood versions) and readings. Dr. Janine Spencer spoke about "La Vie des paysans avant la Revolution française." Later she presented *Picpus: Walled Garden of Memory*, a short cultural documentary filmed in France. She and Dr. Anne Landau demonstrated the use of the film in language classes and distributed lesson plans and a packet of materials suitable for duplication and classroom use.

On the same day, November 1, our poster contest began in the lobby of the Hotel Sofitel in Rosemont and lasted through November 13. The theme was "Le français pour moi, le français pour le monde." There were 140 entries from 34 different schools, elementary, middle, and high school. Carolyn Dunoon of East Leyden High School coordinated the event. With the help of new executive council member Tom Sapp of Loyola Academy, the four top posters in each of the three categories were displayed at the *Alliance Française* of Chicago.

That evening, the Hotel Sofitel hosted the fourth annual French Winemakers' Dinner. Carolyn Dunoon and Rosalee Gentile organized the affair with the help of Laurent Boisdron and Pierre-Louis Giacotto

of the hotel. The 55 AATF members and their guests enjoyed a gourmet meal prepared by the Sofitel's executive chef Christian Gabont. Brad Butcher of the Chapoutier Winery described the special wines of the Rhone Valley that accompanied each course. Chapter President Jane Castle and National French Week chairperson Dunoon spoke at the event. There was a raffle with selected bottles of Chapoutier wines or Sofitel gift certificates as prizes. Dinner guests voted for their favorite posters on display in the lobby. Proclamations from Illinois governor George Ryan, Chicago mayor Richard Daley, and Rosemont mayor Donald E. Stephens were read. A number of guests took advantage of the special package offered by the Sofitel and spent the night at the hotel, enjoying breakfast the next morning at the hotel's *Chez Colette* restaurant.

Our Internet *Concours de connaissances* was held from October 13 to November 15. About 250 students from 40 different schools participated, with 140 winning entries. Lisa Nordmeyer of West Leyden High School organized the competition.

Many teachers in our chapter sponsored school and community events such as those organized by Barbara Hoerr of Richwoods High School in Peoria. Mayor David Ransburg of Peoria made a proclamation, and there was an announcement over the school intercom that students of French were celebrating National French Week. *Crêpes* were made all day in French classes, every student having the opportunity to make one, some being *sous-chefs*, others *serveurs* and *serveuses*. In addition, the students worked in groups to create songs or poems about *crêpes*. A parent gave a talk about the 24-hour automobile race in Le Mans. Another parent who does business with a French company arranged for a young French *homme d'affaires* to speak to his son's class, and the father brought *mille-feuilles* for everybody. Students created posters celebrating National French Week, five of which were sent to the Sofitel display while the others were posted in the school.

At Barrington High School, they decorated two display cases, one containing items with a Francophone theme and the other featuring Impressionism, complete with impressionistic paintings by the students. There was a "Let them eat cake" contest in which students baked their own creations on that theme. The cakes were eaten at a reception featuring a PowerPoint presentation by the school principal about

his horseback trip through France. The assistant principal spoke of the importance of foreign languages in our ever-changing world, and a community member presented a National French Week proclamation from one of the feeder townships.

Students and faculty joined forces with the food service personnel to create cafeteria lunch menus with a French flavor, examples being Monte Cristo sandwiches, ham and cheese croissants, and quiche. Daily trivia questions were announced for both faculty and staff. Finally, students were given extra credit for wearing the colors of the French flag on a previously determined date. Barrington French teachers Bobbie Kieffer and Erica Christian were very much involved in these activities.

John Tomme  
Waubonsee and  
Kishwaukee Colleges (IL)

#### **DOWNSTATE ILLINOIS**

The Downstate Illinois Chapter collaborated with the Greater St. Louis Chapter in order to provide an *atelier* in St. Louis on *l'Amérique francophone*. President Gwenne Hickman gave a presentation on French songs in America, and Secretary/Treasurer Debbie Mann discussed a trip to Quebec with students. They also provided support for the concert of the *Québécois* musical group Le Vent du Nord which performed to a capacity crowd. In February, chapter officers organized an immersion workshop and performance event for French teachers. Held on the campus of Southern Illinois University in Edwardsville, the theme was the culture and history of the French presence in Southern Illinois and Louisiana. Dennis Stroughmatt and members of his group sang, played the accordion and violin, and provided a wonderful opportunity for French teachers to sing, dance, and learn more about French-American language and culture.

Submitted by Ann Sunderland  
Region VII Representative

#### **GREATER KANSAS CITY**

The Greater Kansas City Chapter has had an exciting year with several new ventures and experiences. The National French Week celebration was held on the campus of Rockhurst University. Belgian Françoise Delhalle spoke on "Ma Belgique: une vision poétique." Françoise gave a special presentation in French that included a video clip and music of Jacques Brel and autobiographical elements and poetic sketches of her family and friends in Belgium. Keith Van Winkle played songs inspired by trips to Belgium on the flute in order to provide musical interludes between sketches. In December chapter

members celebrated the *Fête de St. Nicolas* at a French restaurant in Overland Park (KS). After aperitifs and traditional bistro fare, the members enjoyed a gift exchange. As a winter activity President Katie Madigan organized a visit to the Nelson-Atkins Museum of Art in Kansas City. Docent Shirley Spiegel gave a tour in French of the Impressionist collection and introduced participants to new acquisitions. Lunch in the museum's Roselle Court followed.

Submitted by Ann Sunderland  
Region VII Representative

#### **GREATER ST. LOUIS**

The school year began in an exciting way for members in the St. Louis area. The Chapter organized a *Goûter de bienvenue* in conjunction with the *Alliance française de St. Louis*. Presentations and special prizes made this an enriching opportunity for AATF members. The *Atelier de l'automne* had as its theme *l'Amérique francophone: images du Nouveau monde*. It was a morning of fun, food, and French. President Ann Gray-Le Coz presented "Compte-rendu d'un retraité au Québec." Kathy Lauferweiler gave a talk on "*Petit Jean, Héros du Nouveau monde: Using Tales and Folklore in the Classroom*." Debbie Mann and Gwenne Hickman of the Downstate Illinois Chapter presented as well. Debbie's session was entitled "Je me souviens: Québec 2002, voyage en Nouvelle France avec des élèves," and Gwenne shared "Chansons françaises en Amérique." In November the Chapter celebrated National French Week with a special performance by the French Canadian band Le Vent du Nord. Nicolas Boulérice, Olivier Demers, and Benoît Bourque provided a delightful evening of song, dance, and *joie de vivre* to a capacity crowd of teachers, students, and French enthusiasts. In early January, the Chapter enjoyed their annual *Galette des rois*. They spent the winter organizing the *Grand concours* and the St. Louis area Essay Contest for French students.

Submitted by Ann Sunderland  
Region VII Representative

#### **HOUSTON**

The spring 2002 meeting was held at the Houston Public Library located on the grounds of the Houston International Festival honoring France. Marie-Paule Serre, *Attachée culturelle* at the French Consulate, helped to obtain 50 free tickets to the festival and highlighted the numerous French cultural events happening there.

Thanks were extended to Yvette DeJean Heno for organizing the successful Houston area National French Contest and to Dr.

Rolande Leguillon for coordinating the awards ceremony held at the University of St. Thomas. Congratulations went to Diane Nizza, winner of a 2002 AATF Summer Scholarship to study in Montreal, Canada.

Claude Boutin reported that our Destination France scholarships were awarded to three students who would be staying with families in France for three weeks during the summer and then presenting at the fall chapter meeting. The fall meeting was held at the Kinkaid School. Our guest of honor, Carl Johnson, Director of Foreign Language for the Texas Education Agency talked about his route to *la Francophonie* and his position in the Texas Education Agency. He provided us with copies of the European Union language portfolio passports to show us what is being used abroad to evaluate language proficiency. Mr. Johnson also discussed the implementation of the new foreign language requirement in Texas and addressed concerns raised by our members regarding staffing, class size, and curricula.

Janet Smith, our delegate and a presenter at the AATF National Convention in Boston, shared many items with us including the motions passed at Convention. Therese Murray and Rolande Leguillon told us about the format, speakers, and prizes being awarded at the fifth French Business Symposium sponsored jointly with the French Consulate. Many students had the opportunity to learn in person about French culture, education, exchanges, internships, and scientific research at the Symposium held at the University of St. Thomas.

The three students awarded the Destination France scholarships spoke to us about their *séjour en famille* experiences. Dates and locations were announced for *le Grand Concours*, the awards ceremony, and the 2003 Texas French Symposium. Door prizes were awarded, and a lunch followed.

Wendy Kirkle  
Chapter Secretary

#### **HOUSTON**

This chapter has a dynamic corps of faithful workers including President Genevieve Lesieux, Patricia Corres of Kingwood High School, and Therese Murray of Duchesne Academy. That mammoth activity, the French Symposium, was a huge success. If imitation is the sincerest form of flattery, then the teachers in the Houston area should be proud since the *Fête* in Dallas and the Rio Grande Convention are definitely modeled after the Symposium. Diane Nizza, a winner of an AATF Summer Scholarship to study in Montreal, is scheduled to speak at the spring meeting about her experiences.

The meeting will be held at the Kinkaid School. Genevieve mentioned an interesting idea that the Chapter had; they have joined the *Alliance française*. This gives them access to the facilities and programs. The *Alliance française* recently served as a gathering place for a planning meeting.

Pat Corres writes that their activities were less frenetic. They did posters and *crêpes* for National French Week and had a speaker from Belgium at their ninth grade campus. In addition, students attended two exhibits on impressionism at the Museum of Fine Arts (from the Odrupgard and Phillips collections). The *Musée d'Orsay* is sending an exhibit in April. Pat describes two activities which focus more interest on French. Her advanced classes have taught a class of French in a middle school. Her school is offering a dual credit or concurrent credit program with Kingwood Community College. Students enrolled in level 3 and 4 classes who maintain a B average and pass a computerized exam are eligible to receive 11-14 hours of credit which are transferrable to most state schools and some private schools. It seems like a good way to keep students in the program and helps them move ahead with their college credits.

Submitted by Helen Lorenz  
Region VIII Representative

## KANSAS

At the annual fall meeting of the Kansas AATF Chapter, Brigitte Roussel, Wichita State University, received the first French Educator of the Year Award. Roussel was honored for her outstanding contributions to French classes at WSU, her community activities to promote French, the Sister Cities arrangement between Wichita and Orleans, France, leadership in organizations such as Pi Delta Phi and AATF, and her presentations at AATF national conventions. Among other things as President of the Kansas AATF Chapter, she took the initiative to apply for two AATF Small Grants to help the Chapter with the National French Contest and to help French teachers in the Wichita area organize activities for National French Week. She also served as the coordinator for the Kansas Chapter Immersion Weekend and, at the end of that workshop, she held a planning session for Wichita-area French teachers to encourage them to participate in the first National French Week. According to Murle Mordy, who nominated Roussel for this prestigious award, area French instructors have commented on her inspiration and dedication to the cause of French, and she stands out in his mind as one of the most committed members of the Kansas Chapter. The Executive Committee of the Kansas Chapter would like to

encourage nominations for the 2003 award and hopes to continue making this award annually to deserving French instructors who are also members of KSAATF. For an application and more information on qualifications and documents to submit, please see the fall 2002 issue of the Kansas chapter bulletin or the chapter Web site or contact Murle Mordy, chapter Secretary-Treasurer.

Murle Mordy  
Secretary-Treasurer

## KANSAS

The Kansas Chapter met in Topeka in conjunction with the annual conference of the Kansas Foreign Language Association. After a brief business meeting, members enjoyed a panel discussion on "Careers: the French Connection." Speakers Phil Knapp and Christine Wiggins reported on their careers at Bombardier, the French-Canadian transportation company that bought Lear Jet. During the open discussion that followed, members discussed strategies to promote the study of French in high schools and universities in Kansas. Congratulations to Murle Mordy, who has served as Secretary-Treasurer and Bulletin Editor for the past 26 years.

Submitted by Ann Sunderland  
Region VII Representative

## METROPOLITAN NEW YORK

The Metropolitan New York Chapter honored national winners of the *Grand Concours* at an Awards Ceremony held at the Di Capo Opera Theater in New York. More than 2000 students participated in the *Concours* from levels FLES to 5. Two students received scholarships for their outstanding national scores. Marya Grupsmith, a junior at St. Anne's School, spent four weeks in Brittany with the Experiment in International Living thanks to the generosity of the *Organisation internationale de la Francophonie* and Ambassador Ridba Bouabid. Jonathan Breit, a senior at St. Anne's School, received *une bourse de jeunesse et sports* with the support of the *Service Culturel de*

*l'Ambassade de France* and Fabrice Jaumont, *Attaché de coopération éducative*.

Special gifts were also presented to students on behalf of the *Délégation générale du Québec*.

Students, teachers, and parents were welcomed by Fabrice Jaumont and Region I Representative Myrna Delson-Kar-



Presentation of first Kansas Chapter French Educator of the Year Award to Brigitte Roussel. Left to right: Brigitte Roussel; Nora Kelting, Chapter President; Erin Arantowicz, Past-President.

an. A reception followed the ceremony where more than 225 students were honored. Many thanks to Charles Gysel who has so successfully administered the *Grand Concours* for two years. The Chapter looks forward to another successful *Grand Concours* 2003 with our new Contest Administrator Françoise Noble.

During the past year the members of the Chapter have participated in projects, seminars, and special events for the promotion of French and learned about interesting new approaches in methodology for teachers.

Members of the Chapter were delighted to attend the *congrès* in Boston where Region I Representative Myrna Delson-Karan and Chapter President Harriet Saxon joined with Jacqueline Friedman, Sandra Dressler, Diane Paravazian, and Debra Popkin to welcome student Margaret Wohl who received an AATF scholarship to visit Boston during the week of the *congrès*.

Congratulations to Françoise Santalis who spent several weeks in Russia last summer on a teacher representative program. Professor Santalis presented a session at the NYSFLT Conference on her visit where she met with Russian teachers and stayed with a Russian family. During October, members Joyce Monroe, Charles Gysel, and Marielle Courtois-Karp delighted participants when they represented the AATF with their presentation of "La Musique du Québec" at the meeting of the NYSFLT/UFT Conference.

*La Semaine du français* was wonderfully successful in the Metropolitan New York area, and schools presented special programs and activities. The students of Jacqueline Friedman and all the French classes at the Horace Mann School in

Riverdale, NY enjoyed a week of French *spécialités* in the cafeteria and were entertained with songs of France with Jacques et Marie. The students at the Dominican Academy in New York City held school-wide French competitions and activities which included photos with costumes designed by French teacher Vera Junkers. The students of Sandra Dressier at I.S. 195 served a luncheon of *quiche et salade* to faculty and wore traditional French costumes. The students at



Philip Zaorski (2<sup>nd</sup> from right), a freshman at Rutherford High School, is congratulated for his award-winning cartoon for the *Concours Dumas* by Superintendent of Schools Leslie Conlon, Harriet Saxon, and Fabrice Jaumont, *Attaché de coopération éducative*.

Pierrepont School in Rutherford, NJ welcomed Véronique Addario, Director of the French Language Institute *Alliance Française* in New York, to spend a *journée française* at the school. The students in the primary classes of Marielle Courtois-Karp designed more than 50 *chapeaux en papier* in fabulous colors in collaboration with the art department to celebrate *les Trois Mousquetaires*.

One of the highlights of *la Semaine du français* was the *Concours Les Trois Mousquetaires: Tous Pour Un, Un Pour Tous* which was sponsored by the the New York Education Office of the French Embassy in association with the AATF and the *Société des Professeurs français et francophones d'Amérique*. Students in primary grades through the university level were invited to participate in this celebration of the bicentennial of Alexandre Dumas. Winning entries were selected for creativity, imagination, originality and relevance to the theme. Students in grades K-3 created colorful banners representing a scene from a Dumas novel. Students in grades 4-6 created *chapeaux* in the Musketeer style. New book covers were designed by students in grades 7-8. Students in grades 9-10 drew cartoon strips inspired by scenes from the Dumas novels. Delightful sculptures were received from students in grades 11-12 who sculpted favorite characters and scenes from the novels. Junior novelists from secondary schools, colleges and universities, and language schools created original short adventure stories in the style of Dumas. The winning students were invited to an awards ceremony at the Cultural Service of the French Embassy where they

were congratulated by Chantal Manès, *Chef du service de coopération universitaire, linguistique et éducative* of the French Embassy and by Fabrice Jaumont.

An outstanding event during *la Semaine du français* was organized by Debra

Popkin, Professor at Baruch College, and sponsored by the Globus Lecture Series and the Metropolitan New York AATF Chapter. Lois Oppenheim, Chair of the the French, German, and Russian Department at Montclair State University (NJ), presented a lecture on "Nathalie Sarraute and French Feminine Writing." Professor Oppenheim discussed French feminist theory and read and discussed literary selections from Sarraute and Samuel Beckett. A reception where teachers and students could meet Dr. Oppenheim preceded the lecture.

One of the highlights of the year was the *Journée des séminaires* with the theme "Théâtre, vidéo, et cinéma dans l'enseignement du français" which was held at *la Maison française* at Columbia University. Participants from the tri-state area enjoyed this special day of pedagogy which was organized and sponsored by *la Maison française* and the Metropolitan New York Chapter. Anne Benoît, Chapter Vice President, with the Director of *la Maison française*, Eric Ormsby, organized an outstanding day of lectures and film. The morning included lectures by Pierre Force, head of the French Department, who presented a fascinating lecture on "Alceste, est-il un honnête homme?" The morning concluded with Joanna Stainaker, *maître des conférences* of the French Department whose seminar "Using Theatrical Texts in the Classroom: Molière's *Dom Juan*," gave everyone wonderful ideas to enrich their classes. The afternoon sessions included the excellent presentation, "Using Video in Language Teaching" by Pascale Hubert-Leibler, Director of the Language Program of the French Department. The *journée*

concluded with the introduction to the film, *Le Goût des autres* by Anne Martina, *agrégée d'anglais, École normale supérieure* at Ulm. A discussion was held at the conclusion of the film, and a reception followed.

The holiday season was welcomed with *la Table française* luncheon attended by members and guests at a restaurant in New York City where everyone enjoyed the delightful music and songs played and sung by Charles Gysel.

Harriet Saxon  
President

## MINNESOTA

Judy Johannessen, former AATF Region VII Representative and Vice-President, was the guest speaker at the annual meeting in October. During the meeting, Laurent Dechéry was elected first Vice-President and LaRae Ellingson was reelected Treasurer. Mary Kuettner graciously accepted to serve as Recording Secretary for one year. Molly Wieland of Hopkins High School was honored as the AATF Professor of the Year. In February and April, the Chapter, in conjunction with the Minnesota Humanities Commission, sponsored two workshops on the use of music in the classroom. President John Janc served as Local Chair for the Central States Conference held in Minneapolis. On Friday evening, the Minnesota Chapter and Region VII hosted a reception for all French teachers.

Submitted by Ann Sunderland  
Region VII Representative

## NEBRASKA

The Nebraska AATF Chapter once again offered a summer camp to students aged 10-16. The topic was "All the World is a Stage." At the October meeting held in conjunction with the Nebraska International Language Association (NILA) conference, Bryan Watkins, former President of the Nebraska Chapter, was presented with the Outstanding French Teacher Award. During National French Week, diverse activities were held throughout the state. At the University of Nebraska-Omaha, President Juliette Parnell-Smith gave a presentation on Lucie Aubrac and the Resistance before a showing of the French film *Lucie Aubrac*. Members in Omaha also enjoyed a tour of an exhibit of French paintings from the Museum of Art of Los Angeles at the Joslyn Art Museum. At St. Mary's University in Omaha, a multimedia presentation entitled "The French Connection" featured musicians performing French music from the 19<sup>th</sup> century with pictures of paintings from the same era. At the University of Nebraska-Kearney, Sonja Kropp organized a Foreign Film and Culture Festival.

Treasurer Jane Searcey's students enjoyed their third annual *Tour de France* at Sunrise Middle School. The race was done in the school's hallways with tricycles. Even teachers participated. Though this *Tour* wasn't as long as the one in France, the enthusiasm was just as high.

In January hundreds of students in Omaha enjoyed an advance presentation of the national production of the opera *Carmen*. Chapter members spent the winter organizing their annual French convention. Held in Omaha at Northwest High School, the theme was *Les personnages historiques qui ont fait la France*.

Participation in the *Grand Concours* continues to remain steady thanks to the work of Nikki McDonald, Contest Administrator. Congratulations to Nikki who received the Director's Award for her work with the *Grand Concours* and the selection committee for recipients of the *Allons à Boston* trip.

Submitted by Ann Sunderland  
Region VII Representative

#### **NORTH TEXAS**

This chapter, which won the award last year for the chapter with the largest percentage of growth, remains very active with *la Fête française*. The Hockaday School celebrated with an avalanche of non-stop activities supervised by Bev Cavitt and Connie Alexandre along with their colleagues Lisa Camp and Agnès Starfield. Here is a sampling of a few activities scheduled for the full week: *festival de films, dégustations de desserts et de fromages, démonstrations culinaires, conférences d'art* presented by Dorothy Kosinski curator of the Dallas Museum of Art. She spoke about Anne Vallayer-Coster, *femme-peintre de Marie Antoinette*. In a spirit of interdisciplinary cooperation, there were two other art presentations, one on Picasso by Juliette McCullough and another on Debussy and Delacroix by Ed Long. In addition, students of the Middle and Upper Schools presented recital assemblies featuring voice, piano, and instrumental compositions by French composers. Featured also were poetry, prose, and dramatic scenes in French. There were also a fashion show, competitive games, and a photographic exhibit of Paris done by students. Displayed all around the school were posters and banners celebrating the achievements of the Francophone world. The whole week was spectacular! Other schools did similar activities. Martin Johnsen had his dance group performing not only at his school, MacArthur High School in Irving, but also for the Business Symposium and the Texas Foreign Language Association meeting in Fort Worth.

Other schools in the area continued to observe the week with poster contests, *pétanque* and other games. Laura Miller, Mayor of Dallas, issued a proclamation recognizing the importance of National French Week.

The indefatigable aforementioned Martin Johnsen, as Vice-President of Special Events, organized a successful *Fête française*, open to all schools in the North Texas Chapter area. It was a wonderful competitive celebration of students' achievements in academic and cultural pursuits, as well as exhibitions of photos, posters, masks, and *haute couture*. An important aspect was the impressive talent demonstrated by students in the vocal, instrumental, dance, and dramatic offerings. The *Fête* was held at the Dallas International School which lent a wonderful French ambience. Many teachers who brought enthusiastic and talented students participated in the judging and awards ceremonies.

A new moment of interest occurred in the North Texas Chapter. Arlette Doufiagues-Galand, Honorary Consul of France in Dallas, organized a luncheon visit with *le Sénateur* Louis Duvernois who was accompanied by Jean-Paul Picot. In his role as *Sénateur des Français établis hors de France*, he was intent on learning about the concerns and activities of French nationals and Francophones in this area. In addition to Andreeanne Baumann, President of the North Texas Chapter, Renée White and Helen M. Lorenz were included along with two representatives from the Dallas *Accueil*. The Senator asked us how he might help. It was interesting to be a part of this French effort to explore the situation of French nationals in this area. The two visitors went on to meet with directors of French companies in the area and to meet with the faculty of the International School of Dallas.

Submitted by Helen Lorenz  
Region VIII Representative

#### **SOUTH DAKOTA**

The South Dakota Chapter held its annual meeting in conjunction with the South Dakota Foreign Language Association (SDFLA) and the South Dakota chapters of the AATG and AATSP. The guest speaker for the conference portion of the SDFLA meeting was Paul Sandrock, World Languages Education Consultant for the Wisconsin Department of Public Instruction. The primary interests of the South Dakota AATF Chapter are to support and expand participation in the *Grand Concours*, to increase support for French at the middle and high school levels, and to sponsor activities that promote French language and culture within South Dakota. A list of the state's top French Contest

winners is available through the Chapter's Web site [<http://www.augie.edu/related/aatf/index.html>] where the visitor will also find photos from the annual meeting, information on the French influence in South Dakota and more. The new French Contest Administrator is Jayne Timm of Lincoln High School in Sioux Falls. President Scott Fish is already planning the next annual meeting which will be held in conjunction with the other state AAT's and the 2003 SDFLA conference in Sioux Falls October 17-18.

Submitted by Ann Sunderland  
Region VII Representative

#### **SOUTH TEXAS**

Although this may be one of the smaller chapters, it takes on major activities with a certain *élan*. Kenny Montgomery reports that National French Week was celebrated at Edinburg High School with songs, dances, skits, and posters. A French breakfast started off the activities. They also had projects featuring Francophone countries and well-known celebrities. The University of Texas-Pan American also participated in these festivities. In addition, the chapter reports that their enrollments have increased. Bravo! Theresa Casanova chaired the Rio Grande Valley French Competition at Mission High School. The program consisted of skits, recitations, games of *pétanque*, musical performances, songs, art contests, etc. The members have become involved also with the French Club in McAllen and the *Alliance française* in Brownsville. Kenny wants to thank Dr. Mary Ricciardi of UT-Pan American for her extraordinary efforts over the years in starting the Rio Grande Valley French Competition and in fostering an appreciation for French culture and the study of the French language.

Submitted by Helen Lorenz  
Region VIII Representative

### **UPCOMING AATF CONVENTIONS**

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

- Martinique (July 4-7, 2003)
- Atlanta (July 19-23, 2004)
- Quebec (July 7-10, 2005)
- Milwaukee (2006)
- Baton Rouge (2007)
- Belgium (2008)

# MOTS CHASSÉS:

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Exercices sur l'article «la Vie des mots» paru dans la *French Review*, Vol. 76, No. 2 (December 2002). Le corrigé se trouve à la page 34.

I. Écrire le participe passé du verbe approprié pour compléter les phrases suivantes.

1. Ce pauvre SDF est \_\_\_\_\_ (asseoir) dans la crasse sur le trottoir.
2. Il a \_\_\_\_\_ (falloir) qu'il ait recours à la CMU.
3. Tu m'as \_\_\_\_\_ (porter) la pouasse.
4. Je ne te pardonnerai jamais la poisse que tu m'as \_\_\_\_\_ (porter).
5. Son allure hommassa lui a \_\_\_\_\_ (valoir) les quolibets de ce petit groupe.
6. Il n'a pas \_\_\_\_\_ (pleuvoir) ce matin; il a seulement pleuvassé.
7. Elles ont \_\_\_\_\_ (coudre) une rose à leur veste.
8. Le coupable a \_\_\_\_\_ (craindre) de se mettre à table.
9. Cette pauvre fille est \_\_\_\_\_ (naître) dans une famille de feignasses.
10. Regarde toutes les paillasses que nous avons \_\_\_\_\_ (jeter) à la poubelle.

II. Réécrire en langue argotique les segments de phrases soulignés.

1. Tu es un imbécile!
2. Ne fais pas tant d'histoires à ce sujet!
3. Il est toujours prêt à boire un coup.
4. Je me moque de tout cela.
5. Mon député aime bien donner des poignées de mains à ses électeurs.
6. Ton histoire n'a rien de nouveau!
7. Allons manger un morceau, j'ai faim.
8. Ma voisine ne m'aime guère.
9. Si ce gosse continue à faire des caprices, je vais lui donner une fessée!
10. Ce plombier connaît bien son métier.

III. Utiliser l'auxiliaire *être* ou *avoir* au temps voulu.

1. Je m'en \_\_\_\_\_ soucié comme d'une guigne.
2. Le mot bidasse \_\_\_\_\_ apparu dans une chanson vers 1930.
3. Tous les frometons \_\_\_\_\_ mangés au dîner hier soir.
4. Elle s' \_\_\_\_\_ fait traiter de pétasse.
5. Cet élève \_\_\_\_\_ renvoyé car il avait craché à la figure du conseiller d'orientation.
6. Les deux pouffiasses se \_\_\_\_\_ écrit des lettres d'insultes.
7. J'en \_\_\_\_\_ vu des gens dans la mélasse!
8. Ce drogué s' \_\_\_\_\_ bien calmé après la prise de médicaments.
9. Les deux filles aux cheveux filasse\* se \_\_\_\_\_ rincé la dalle au bistrot du coin.
10. Il est dommage qu'il \_\_\_\_\_ cette mauvaise réputation de combinard.

IV. Mettez au style direct.

1. Il dit à son épouse de ne pas s'en faire.
2. Le soldat l'a insulté en lui disant qu'il n'était qu'un enfoiré.
3. J'ai ordonné à cette jacasse de se taire.
4. Je lui avais conseillé de ne pas continuer ses combines malhonnêtes.
5. Le procureur demanda au prévenu s'il avait jamais commis d'autres actes d'incivilité.

\*Note: L'adjectif *filasse* est bien invariable.

Colette Dio, Nancy, France

**APPEL À COMMUNICATIONS**  
**Congrès mondial des professeurs de français**  
**du 17 au 23 juillet 2004 à Atlanta, USA**  
**XI<sup>ème</sup> congrès de la FIPF / 77<sup>ème</sup> congrès de l'AATF**  
**Le français: le défi de la diversité**

- Ce formulaire doit parvenir au comité de sélection avant le **1 octobre 2003**.
- On vous informera avant le 15 décembre 2003 si votre proposition est retenue.
- Si vous intervenez avec d'autres personnes, chaque intervenant doit fournir les renseignements suivants. Remplissez complètement le formulaire.
- Envoyer ce formulaire à **AATF / 2004 Atlanta, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510, USA**. Vous pouvez également le soumettre par fax à 1-618-453-5733 ou en fichier joint à [programme@2004atlanta.org].
- Veuillez remplir ce formulaire à la machine ou en caractères d'imprimerie et vous assurer de la lisibilité des noms et adresses.
- Consulter la déclinaison thématique qui suit.

**NOM et prénom(s):** \_\_\_\_\_

**Nom d'éventuels co-intervenant(s)** \_\_\_\_\_

(joindre un formulaire pour chaque intervenant)

**Affiliation** (établissement scolaire ou association, sans abréviations; à paraître dans le programme): \_\_\_\_\_

**Adresse postale:** \_\_\_\_\_ Domicile ou \_\_\_\_\_ Travail:

**Rue:** \_\_\_\_\_

**Ville:** \_\_\_\_\_ **État/province** \_\_\_\_\_

**Code postal:** \_\_\_\_\_ **Pays** \_\_\_\_\_

**Téléphone:** \_\_\_\_\_ (indicatif du pays) \_\_\_\_\_ Numéro

**Numéro de fax:** \_\_\_\_\_ **Adresse électronique:** \_\_\_\_\_

**Durée de présentation:** \_\_\_\_\_ communication (20 mn) \_\_\_\_\_ atelier (60 mn)

**Titre de la communication:** \_\_\_\_\_

**Thématique:** \_\_\_\_\_ Diversité politique \_\_\_\_\_ Diversité pédagogique et didactique

\_\_\_\_\_ Diversité des usages

**Domaine:** \_\_\_\_\_ Français langue étrangère \_\_\_\_\_ Français langue maternelle

\_\_\_\_\_ Français langue seconde

**Niveau d'enseignement:** \_\_\_\_\_ primaire \_\_\_\_\_ secondaire

\_\_\_\_\_ supérieur

\_\_\_\_\_ tout niveau

**Mots clés:** \_\_\_\_\_ culture \_\_\_\_\_ littérature \_\_\_\_\_ médias et nouvelles technologies

\_\_\_\_\_ techniques d'enseignement \_\_\_\_\_ politique linguistique

\_\_\_\_\_ formation des enseignants \_\_\_\_\_ français des spécialités

\_\_\_\_\_ linguistique \_\_\_\_\_ usage du français Autre: \_\_\_\_\_

\_\_\_\_\_ Cochez s'il s'agit d'une session organisée par une commission.

**Équipement audio-visuel:** Toutes les salles seront équipées de rétroprojecteurs.

\_\_\_\_\_ Projecteur de diapositives \_\_\_\_\_ Lecteur de cassettes/CD

\_\_\_\_\_ Magnétoscope et téléviseur \_\_\_\_\_ PAL/SECAM \_\_\_\_\_ NTSC (système américain)

\_\_\_\_\_ Ordinateur et projection (PC uniquement)

Veuillez commander seul l'équipement dont vous aurez vraiment besoin. Sans réservation, aucun équipement ne sera possible.

Veuillez indiquer ci-dessous le nom (sans abréviations) de votre association nationale.

\_\_\_\_\_

Titre: \_\_\_\_\_

Résumé de la communication en français (50 mots, à paraître dans le programme)

Description de la communication (250 mots maximum)

# CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS

## Le français, le défi de la diversité

XI<sup>e</sup> Congrès mondial de la FIPF / 77<sup>e</sup> Congrès de l'AATF

Atlanta, du 19-23 juillet 2004

Respectueuse des réalités locales, de leurs diversités, la FIPF se donne pour mission de favoriser le dialogue. Dans le contexte actuel de mondialisation de l'économie, de généralisation des moyens de communication, la Fédération, en donnant la parole à tous ceux qui se donnent le français en partage, témoigne des valeurs de pluralité qui l'animent.

Le contact de langues ayant un statut différent dans un même contexte est de nos jours un phénomène courant et en extension. Il en résulte des enjeux linguistiques mais aussi culturels et sociaux, politiques même, de grande ampleur. Tantôt harmonieux et jouant sur la complémentarité, tantôt passionnés, voire conflictuels, ces voisinages ne manquent pas d'interpeller les usagers et leurs responsables politiques.

Le continent américain, par exemple, est représentatif des enjeux linguistiques sur la planète. S'y côtoient des langues à statut international comme le français, le portugais; l'espagnol et l'anglais. Y coexistent d'autres langues plus limitées géographiquement mais qui revendiquent leur reconnaissance, notamment par leur intégration à l'école. Par ailleurs, les États-

Unis et les Amériques en général ont connu de forts phénomènes migratoires, tout comme par la suite le reste du monde. En conséquence, s'y sont développées sous des formes diverses nombre de langues apportées par les migrants. En outre, aux États-Unis s'ajoute un héritage linguistique et culturel francophone considérable.

À cette diversité linguistique attestée sous des formes variées dans différentes régions de la planète (en Afrique, en Asie et en Europe notamment) correspond en outre une diversité, au sens le plus large, relevant des domaines économiques, idéologiques, sociaux, culturels et éducatifs...

Face à cette situation comment le français, langue internationale, doit-il se situer par rapport aux autres langues avec lesquelles il partage un même espace géographique? Quels rapports entretenir avec elles? Quels aménagements linguistiques préconiser? Quelles démarches (didactiques, culturelles ou autres) proposer pour que le français soit le vecteur d'une meilleure diversité mise au service d'une globalisation plurielle sensée? Comment le français représente-t-il et gère-t-il cette diversité (dans ces usages attestés, dans ses valeurs

incarnées...)? Quel(s) rôle(s) doivent jouer dans cette optique les pays francophones de langue maternelle? Avec quels moyens? Quels enseignements/apprentissages du français promouvoir? Quelle est la place du monde associatif dans ce débat? Nombreuses sont les questions posées par cette problématique!

Tenter d'y répondre à Atlanta revêt une valeur symbolique considérable dans la mesure où le pays d'accueil du congrès vit concrètement les éléments constitutifs de la problématique et joue un rôle important d'influence dans les domaines abordés.

Le congrès devra tenir le double enjeu d'inviter des experts internationaux dans les divers domaines traités mais aussi de donner la parole à tous les congressistes. À cette fin, chaque axe développé se conclut par une ou plusieurs tables rondes où la parole sera donnée à la salle.

Au terme des travaux du congrès et après avoir exploré les diverses dimensions thématiques, l'objectif est d'élaborer une charte de recommandations émanant du terrain et destinée aux décideurs nationaux et internationaux concernés par la problématique du congrès

### Déclinaison thématique

#### 1. Diversité politique

- Le dialogue des cultures pour en inculquer le respect
- Le français en tant que vecteur des cultures, notamment francophones et partenaires
- L'exception culturelle
- Le contact des langues et la promotion du plurilinguisme
- La prise en compte des langues nationales et du milieu
- Les alliances entre langues
- La mondialisation et l'altermondialisation
- La présence dans les médias de diffusion (Cinéma, télévision, radio, bande dessinée, Internet, musique et chanson, théâtre et supports écrits du type journaux, livres, revues...)

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

*Table ronde 2: Langue française, culture et mondialisation dans la perspective d'un progrès individuel et collectif*

#### 2. Diversité pédagogique et didactique

- Les méthodes d'enseignement/apprentissage du français et la contextualisation de ces méthodes
- Les lieux d'apprentissage existants et potentiels (à l'école, hors de l'école, lieux publics, privés, associatifs...)
- La différenciation dans les pratiques d'enseignement et d'évaluation du français: la prise en compte de l'âge et du niveau d'apprentissage, des besoins spécifiques, des demandes et de la langue d'origine des apprenants, l'enseignement précoce sous ses diverses formes
- La didactique des cultures francophones
- La didactique de la littérature
- L'utilisation des divers médias de diffusion en classe de français

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

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

#### 3. Diversité des usages

- Les parlers francophones, leurs standards, leurs registres langagiers et leurs légitimités
- Les statuts du français (FLM, FLS, FLE, langue des migrants...)
- Le français de spécialité (économie, diplomatie, informatique, tourisme, droit, affaires...)
- L'impact des langues et cultures environnantes (créolisation, régionalisme, barbarisme, langues des banlieues...)

- La littérature en français (littérature de l'exil, postcoloniale, les genres littéraires et leur devenir, la littérature contemporaine, la littérature en français à travers le monde, la diffusion des littératures francophones, la traduction des littératures francophones...)
- Le français dans les médias de diffusion

*Table ronde: Enseigner les œuvres de création artistique (littéraire et autres)? Comment? Pourquoi? Laquelle?*

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

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

### FILM WORKSHOP

*Atelier on Québec Documentary Film, Digital Video Creation, and Software Authoring for French Instruction*  
Directed by Dr. Robert Balas and Dr. Anne George

June 22-27, 2003, Canada House, Western Washington University

This five-day workshop will provide high school and community college French language teachers the opportunity to examine the use of documentary film and the impact of technology on methods of teaching. Various uses of technology will be explored "hands on" to introduce language instructors to numerous resources for the study of French language and culture through both commercially-produced materials and Internet resources. The theme of the workshop will be built around Québec documentary films which have been used with production of interactive French language software created by Drs. Balas and George. Teachers will receive a variety of workshop materials including CD-ROMs and accompanying software. A grant covers the expense of campus room and board for five days, parking, and curriculum materials. An optional field trip to Victoria, BC is available to interested participants following the workshop (June 28-29).

The workshop limited to 15 high school or community college French language instructors. For further information, please contact: Tina Storer, K-12 Outreach Coordinator, Center for Canadian-American Studies, Western Washington University, 516 High Street, Bellingham, WA 98225-9110; Telephone: (360) 650-3728; Fax: (360) 650-3995; E-mail: [tina.storer@www.edu]; Web: [http://www.wvu.edu/~canam].

## PHILADELPHIA CELEBRATES NATIONAL FRENCH WEEK

Two significant events hailed the arrival of National French Week. Students and community members were invited to attend these events to celebrate and promote French in the Philadelphia area.

duced Éric Vincent, noted French singer, to a group of approximately 600 students their teachers and parents. M. Vincent charmed the audience with his delightful selection of original and traditional French folk music



From left to right: a parent chaperone, student Mary Elizabeth Welsh, Director Frère Olivier Glaize, chaperone Fabienne Abraham, Region IV Representative Diana Regan, and student Susan Mason enjoy Philadelphia cheesesteaks with members of the St. André choir.

### BOYS' CHOIR FROM COLMAR ARRIVES IN PHILADELPHIA

The first event took place at the Philadelphia Cathedral. Region IV Representative Diana Regan and French Honorary Consul of Philadelphia Danièle Thomas-Easton introduced *Les Petits Chanteurs de St. André de Colmar*. The choir, under the direction of Frère Olivier Glaize, presented a concert of sacred and profane music both in Latin and French. They concluded their performance with a Negro spiritual, sung in English, which they had just learned during their visit to Princeton, NJ. The audience was delighted. The following day, the members of the choir were treated to a visit to Independence Hall and the Liberty Bell. Diana Regan was on hand to translate for them. After the tour, they had the opportunity to taste *la spécialité de la ville de Philadelphie*: Philadelphia cheesesteaks. After their venture into the finer culinary delights of Philadelphia, the boys boarded their buses for their trip to Newark Airport and their return to Colmar. Members of the Philadelphia Boys' Choir provided dinner and lodgings for the group. We would like to thank Dr. Robert Hamilton, Director of the Philadelphia Boys' Choir, for his cooperation. Thanks also to La Salle University students Susan Mason, Candice Cleere, Mary Elizabeth Welsh, and Connie Regan for their help.

### MATINÉE FRANCOPHONE HELPS FUND SCHOOL IN CHAD

The following week, the fourth annual *Matinée francophone* was held at Tredyffrin-Easttown Middle School. Philadelphia Chapter President Loreta Chirico intro-

and invited the audience to sing along with him. After the concert, M. Vincent signed autographs on his CD's that were available to the audience. One dollar of the money collected for each ticket was sent to *le Centre d'éducation spécialisée pour enfants retardés* in N'djemena, Chad. This initiative was directed by Loreta Chirico with the help of Éric Vincent and Catherine Courbin, wife of the French Ambassador to Chad. Mme Corbin has been helping this school from the time of her arrival in N'djamena two years ago. The money will be used to build a wood workshop. This facility will enable these challenged children to learn to work as carpenters' assistants. The Chapter received a letter thanking the American students for the donation.

Visitors to Philadelphia and residents were again reminded of National French Week via the blinking lights surrounding the Philadelphia Electric Company Building. *Parlez français! Celebrate National French Week, November 7-13.*

Diana M. Regan  
Region IV Representative

### Have a Question?

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

# CLASSROOM ACTIVITY

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## TABOU

This activity stresses oral communication and develops essential circumlocution skills. It can be used with any vocabulary. The teacher must prepare cards or slips of paper ahead of time, on each of which is written a vocabulary word in French. 10-15 words per group are needed. In class, the teacher will divide the class into groups; 3-4 students per group is an ideal size, but the activity can work well with groups of 2-5 students. An instructor pressed for preparation time might also choose to have each group select the words for another group, from an assigned vocabulary review section and write up the slips. This technique takes up more classroom time but provides additional vocabulary review.

The rules are a take-off on the word game *Taboo*. The instructor provides each group with a stack of the prepared cards, placed face down, and sets a time limit—five minutes works well. The first student in each group picks up the top card and must then explain what the word is without saying it until any other student in the group succeeds in guessing it. That word is then placed to the side, and the next student in the group picks up the next card and explains it until someone guesses, and so on around the circle. A student may choose to skip a word that he or she does not know or cannot get the others to guess, but the instructor should circle around the room and make sure students are keeping two separate piles for successfully guessed words and “passed” words.

What is TABOU? (1) use of English, (2) use of gestures, (3) use of related words (e.g., it would not be acceptable to say *une pomme légume* to get group members to guess *une pomme de terre* or *boire* for *boisson*). If the instructor catches any of these rules being broken, he or she should take the card in question away. The group that has the most successfully guessed words when time is up wins.

As an aside, it could be fun to mention the Tahitian origin of the English word “taboo” and the French word *tabou* and ask students to find Tahiti or French Polynesia on a map and guess what languages are currently spoken there (French and Tahitian) and what its relationship is to France (a territory).

Laura Higgins Florand  
Duke University (NC)

## WHERE IS JANUARY?

This activity reinforces months of the year and weather expressions. It is designed for twenty-four participants, but it may be modified for use with fewer students by reducing the number of information cards which are distributed. Prepare two sets of identical information cards, but break up each set before distributing the cards in class so that students receiving identical cards will not be seated next to each other. Give one card to each student. Each card is representative of a specific month and contains (1) a weather condition (written in English) which is characteristic of that month, and (2) the name of the month itself (written in English). Each student circulates around the room, trying to find the one other person whose card is identical to his. January tries to find January. Each student selects a partner and student **A** asks “Quel temps fait-il?” Student **B** looks at his or her card and answers by giving in French the weather expression which appears there in English. If this answer does not match the weather expression contained on Student **A**'s card, each student moves on to question another member of the class. If the answer matches the expression on Student **A**'s card, Student **B** asks Student **A** what month it is. Student **A** looks at his or her card and states the month in French. If this answer does not coincide with the month on Student **B**'s card, each student again moves on to question another student. If the month coincides with the month on Student **B**'s card, January has found January, February has found February, etc. Students then compare cards for verification purposes. If the cards are not identical, play again resumes. If the two cards are identical, these students sit down in order to reduce the number of circulating students and facilitate the search activity for the remaining students.

Nancy K. Stump  
Marshall University (WV)

## 2003 AATF CONVENTION IN MARTINIQUE PRELIMINARY PROGRAM

Ce programme reste préliminaire. Au fur et à mesure que les activités, conférences et sessions seront confirmées, nous afficherons les changements sur le site Web du congrès à [http://www.frenchteachers.org]. Nous vous conseillons de ne vous fier qu'au programme imprimé qui sera envoyé aux inscrits entre le 15 juin et le 1<sup>er</sup> juillet.

### SAMEDI 5 JUILLET SESSIONS MATIN

**S101: Enseignement du français à Shanghai au temps des colonies**

*Intervenante: Liliane Willens*

Après la Guerre de l'Opium Shanghai devient Concession française. Des écoles françaises sont établies par l'Église pour évangéliser et éduquer les Chinois, par la municipalité pour propager la culture française et former des employés pour la Concession.

**S102: Oral Assessment: Anytime... Anywhere... Anyone!**

*Intervenante: Kathryn B. Colombat, Roland Park Country School (MD)*

AP students need extensive oral/aural practice that simulates the oral section of the AP exam. The presenter will offer a demonstration of how to create an interactive assessment program to increase students' oral communication skills. These assessments are appropriate for all students at all levels.

**S103: Understanding the French Mystique in Recent American Popular Literature**

*Intervenant: Scott Sheridan, Illinois Wesleyan University*

Books written about France always sell. The presenter will examine excerpts from various recently published works in order to arrive at conclusions about pre-conceived notions of France.

**S104: Mermoz et l'aventure de l'aéro-postale**

*Intervenant: Alain D. Ranwez, Metropolitan State College of Denver*

Il est patent que nos étudiants apprennent, afin de bien apprécier la profession de St. Exupéry, un peu de cette grande aventure de l'aéro-postale autour de Mermoz, grand pilote de l'époque qui réunit la France et au Sénégal et au Brésil.

**S105: Photographie et diplomatie: étude de cartes postales des Antilles et de la Guyane françaises au début du 20<sup>ème</sup> siècle**

*Intervenante: Marie-Christine Massé, Drew University (NJ)*

L'intervenante présentera une étude de cartes postales et de photographies. Ce corpus reflète les préoccupations de la diplomatie française de cette époque, qu'il met en scène et transmet dans ces clichés en apparence objectifs. Destinées

au grand public français, ces images illustrent l'idéologie colonialiste et y contribuent en même temps.

**S106: Creating a Summer Camp for Future French Teachers**

*Intervenante: Jacqueline Thomas, Texas A&M University at Kingsville*

At a week-long camp, high-school students studied language and culture intensively. The presenter will describe in detail this grant-funded enterprise, including strategies to keep the students talking in French and evening activities. Handouts will allow participants to reproduce the summer camp.

**S107: Teaching French Culture Through Film**

*Intervenante: Elisabeth A. Howe, Assumption College (MA)*

The presenter will describe a course aimed at teaching French civilization and history through film. Eight movies and accompanying readings will be discussed: *La Reine Margot, La Prise de pouvoir par Louis XIV, Ridicule, Danton, Germinal, La Grande Illusion, Le Dernier Métro, Milou en mai.*

**S111: Le Grand Concours**

*Intervenants: Sidney Teitelbaum, Directeur, Grand Concours (FL) et Geneviève Delfosse, Présidente du comité de développement/secondaire*

Come learn more about *Le Grand Concours* sponsored by the AATF. Find out what it is, when it is given, and why. The chair of the secondary contest development committee and the director will discuss the administration of the *Grand Concours* and how to maximize enrollment.

**S112: Présentation et évaluation d'un projet de groupe: création d'un roman-photo**

*Intervenante: Virginie Cassidy, University of Maryland*

L'intervenante vous propose de créer un roman-photo tout en considérant deux projets élaborés par des étudiants. Un dossier vous permettra de reproduire cette expérience dans vos cours.

**S113: Adventures in TPR Storytelling: Aligning Classroom Strategies with Brain Research**

*Intervenante: Mary Jo Netherton, Morehead State University (KY)*

The presenter will offer the objective findings and phenomenological discover-

ies yielded by classroom experiments with TPR Storytelling. Conclusions are drawn from the results of using TPRS with elementary, secondary, and university classes taught by the same teacher.

**S114: The French Resistance Reaches Out to American Students**

*Intervenante: Janis Hennessey, Dover High School (NH)*

"How did you feel about Pétain and the collaborators? How did the schools change during the war?" Participants will receive a copy of the answers given by members of the French Resistance to American students. They will learn creative ways to engage students in the study of French history.

**S115: Haitian Culture: A Largely Untapped Resource for the French Classroom**

*Intervenant: Charles L. Pooser, University of Louisville (KY)*

The presenter will explore several elements of Haitian culture that can be used to enrich the classroom seeking to expose students to the broader Francophone world. Supported by literary, video, and musical resources, he will not only delve into the richness that Haiti offers but also the issues surrounding the continued neglect of her legacy.

**S116: Le Québec: portrait de la situation politique actuelle et présentation de quelques œuvres littéraires**

*Intervenant: Jean-Denis Côté, University of Ottawa (Canada)*

L'intervenant brossera un portrait de la situation politique actuelle. Il insistera sur les changements survenus au Québec ces derniers mois. Il abordera aussi l'impact de la course à la direction du Parti libéral du Canada et des changements de chef dans différents partis. Il procédera également à un survol des œuvres littéraires. en faisant ressortir celles qui s'avèrent les plus susceptibles d'intéresser les professeurs de français langue seconde.

**E117: Use Music to Help Students Prevent and Correct Errors in French! Le français! Ça rock autour du monde!**

*Intervenants: Cher Harvey, Nipissing University et Jim Duchesneau "Jacquot," Musique Jacquot (Canada)*

"Oui, Madame, j'ai allé au concert." French teachers know that students make many mistakes as they learn and perfect their second language skills. Correct

errors in an interesting way. A new CD of lively songs has been created for second language students to help them eliminate their most common errors.

**S121: Different Strokes: An Inter-generational Approach by Mother-Daughter French Teachers**

*Intervenantes: Audrey Maurer et Justine Nichols, Hunter College High School*

The presenters will highlight the cross-cultural and inter-generational aspects of second language learning and teaching. This mother-daughter team will offer insights on teaching the same language to audiences with intrinsically different classroom needs in their journey toward language proficiency.

**E122: French Caribbean Writers: Videos for the Classroom**

*Intervenante: Ann Armstrong Scarborough, Full Duck Productions (CO)*

Want to enliven your classroom with dynamic videos of French Caribbean writers? The presenter shares hands-on techniques and materials developed over 22 years of classroom experience and four years of interviewing writers.

**S123: A Real-Life Survivor: The Story of Madame Chouteau**

*Intervenantes: Anne Gray-Le Coz, Cheryl Reed, Anna Amelung, University City High School (MO), et Mary Ellen Pearson, St. Louis AATF Chapter (MO)*

The life of Marie-Thérèse Chouteau, the "mother of St. Louis," is retold through a puppet show prepared by students from University City High School. This project highlights the daily life of French settlers in America through the use of authentic 18<sup>th</sup>-century sources.

**S124: A Network-Based Culture Portfolio Project**

*Intervenante: Linda Quinn Allen, Iowa State University*

The presenter will describe the creation and implementation of a culture portfolio project used in a second-year university French class. A rationale, a step-by-step design of the project, and Internet resources will be given.

**S125: Carole Fredericks: A Recipe for Success in Your French Classroom**

*Intervenantes: Nancy J. Gadbois, High School of Science and Technology (MA) et Connie Fredericks Malone*

Listen to the music of an American singer who left the U.S. knowing limited French and rose to the top of *le hit parade* in France and in Europe in the 1990s. Activity worksheets based on her lyrics and Web sites from France will be shared.

**S126a: Le français d'outre-mer: Teaching French with a Real Francophone Emphasis**

*Intervenante: Katherine Gracki, Newman School (LA)*

In the teaching of French do we make a conscious effort to incorporate the cultures of other countries besides France or do we perpetuate stereotypes concerning speakers of French outside of France? The presenters will give practical suggestions for regularly incorporating Francophone cultures in the teaching of French.

**S126b: Making Francophonie Matter: Ten Simple Ways of Teaching Francophone Culture**

*Intervenante: Cécile Accilien, Portland State University (OR)*

This presentation will suggest simple ways of making Francophone cultures a part of our every day teaching.

**S126c: How Do We View la Francophonie?**

*Intervenante: Elmide Méléance, American University / John F. Kennedy High School (DC)*

Current trends in Francophone studies indicate a lack of inclusion of the Francophone world in the teaching of French. The teaching of French should recognize the historical, social, linguistic, and other contributions of other French-speaking individuals. The presenters will encourage the global aspect of *la Francophonie* instead of focusing only on the French aspect of Francophone culture.

**S126d: Francophonie et histoire coloniale**

*Intervenant: Stephen Walton, Portland State University (OR)*

This presentation will provide a framework for introducing students to the culture of Francophone regions that were once French colonies, using the Caribbean as an example. What role can history, geography, and information about peoples, their cultures and economic activity play in a unit on Francophone culture and/or literature?

**S127: La grammaire en chansons**

*Intervenantes: Valérie Saugera, Indiana University et Aurélie Dulin, Université de Pau (France)*

Cette présentation a pour objet d'exposer le fonctionnement et les clés pédagogiques d'un CD-ROM, *La Grammaire en chansons*. Chacune des chansons vise la révision et le renforcement d'un point de grammaire ciblé, pour une approche innovante, vivante et authentique de la langue française.

**S128: Rhythm in Language: Linking Orff Schulwerk and Foreign Language Instruction**

*Intervenante: Lorin Pritikin, Francis W. Parker School (IL)*

Orff Schulwerk, created by the German composer Karl Orff, is an approach to teaching and learning music, inspired by

the way children like to learn: singing, dancing, repeating rhymes, clapping, dancing, and keeping beat. This session will demonstrate how to use Orff principles in the teaching of foreign language.

**S131: Les cafés littéraires: Sites of Culture, History, and Literature in 19<sup>th</sup>-Century Paris**

*Intervenante: Catherine Meissner, Central Kitsap High School (WA)*

The presenter will discuss the culture, history, and role of the Parisian literary *cafés* of the 19<sup>th</sup> and early 20<sup>th</sup> centuries that functioned as collaborative environments for the ideas of the novelists, poets, and painters of the Romantic, Symbolist, and Impressionist periods.

**S133: Transports: Representations of Trains and Boats in the Work of Erkmann-Chatrion and Jules Verne**

*Intervenants: Stephen Foster et Peter Schulman, Old Dominion University*

In the 19<sup>th</sup> century, trains and boats stimulated the imagination of readers and authors as the *fin de siècle* steamed towards progress and technological innovation. How were the most visible examples of modernity viewed by two of the 19<sup>th</sup>-century's most popular authors?

**S134: French Composition Over the Internet**

*Intervenante: Hélène Ossipov, Arizona State University*

The presenter will discuss the issues that face those who plan an on-line course, including choice of materials, presentation, homework, correction and grading of compositions, class discussions and student questions, and how to deal with possible academic dishonesty.

**S135: Knock: médecin, missionnaire, colonialiste**

*Intervenant: Edward Ousselin, Western Washington University*

Cette lecture de la célèbre pièce de Jules Romains, *Knock ou le triomphe de la médecine*, fait ressortir l'allégorie du colonialisme qui se trouve tapie sous le traditionnel «sujet» comique de la pièce.

**S136: Bonding with Business: An Interdisciplinary Approach for Attracting and Retaining Language Majors**

*Intervenantes: Nancy Lumpkin et Jana A. Brill, Georgetown College (KY)*

Hours of grant writing and summer "bonding and brainstorming" lunches have netted Georgetown College a new interdisciplinary major: Commerce, Language, and Culture. Professors of French and Economics describe the process, the program, and an internship with a non-profit service organization in Haiti.

**S137: Jaliya dans *Le Boucher de Kouta***  
*Intervenant: Karim Sagna, Earlham College (IN)*

L'activité créatrice de Massa Makan Diabaté fait appel à plusieurs aspects de l'oralité mandingue. L'intervenant parlera de la question du *fadenya* et montrera comment le griotécrivain malien inscrit le roman dans le sillage des récits de griots.

**S138: Cultural and Political Differences In and Outside of the Classroom**

*Intervenante: Laurie Corbin, Indiana University-Purdue University at Fort Wayne*

Almost any topic in a civilization text can lead to heated debates contrasting American and French cultures and values. The presenter will examine teachers can use discussion of current world events to increase understanding of different points of view in the classroom and in the world.

### SAMEDI 5 JUILLET SESSIONS APRÈS-MIDI

**E141: The French Visitor: A Cross-Cultural Exploration Model**

*Intervenant: Alex Silverman, School for International Training*

A "French" visitor shares his highly judgmental observations of the U.S. based on his travels in this country, unconsciously basing his conclusions on assumptions from his own French norms. The presentation will include explanations on using this model for general cross-cultural awareness as well as exploration of French vs. U.S. cultural norms.

**S142: Ceci est un Magritte**

*Intervenante: Karen R. Bettis, Parkway South High School (MO)*

L'intervenante explorera l'œuvre de l'artiste belge René Magritte. On discutera sa recherche du mystère, ses thèmes, son usage de langage ainsi que l'usage de ses tableaux dans la publicité belge contemporaine. Ses idées seront illustrées à travers certains tableaux choisis.

**S143: The French National Daily Press: Is the Crisis Over?**

*Intervenant: Clyde Thogmartin, Iowa State University*

Newspaper readership declined steadily in post-war France. Advertising revenue was low, production costs high, and distribution inefficient. It was predicted that there would soon be only two or three national daily newspapers. Since about 1990, however, national daily sales have stabilized, and Internet news sites show promise.

**S144: Helpful Strategies for Teachers Who Are Preparing for National Board Certification by Two National Board Certified Teachers.**

*Intervenantes: Toni Theisen, Loveland High School (CO) et Davara Potel, Solon High School (OH)*

Teachers interested in improving their chances of successful pursuit of National Board for Professional Teaching Standards certification will have the opportunity to learn strategies from two teachers who have been successful in their NBC portfolio entries and other assessment components.

**S145: Aural/Oral: French by Example—Meeting the 5C's of Language Learning through the Modeling of Culturally Authentic Dialogues**

*Intervenants: Sarah Gendron, Bradley University (IL), Christopher Bolander, University of Wisconsin et Eileen McDonald, Marquette University (WI)*

The presenters will focus on bridging the gap between the beginning- and intermediate-level French student and the target language culture. They will demonstrate the use of Francophone film, televised advertisements, and dolls in order to give students an appreciation for the cultural perspectives underlying the linguistic practices of French speakers.

**S146: Connect, Advocate, Celebrate: Delaware's Francophone Experiences**

*Intervenantes: Donna Coulet du Gard et Alice K. Cataldi, University of Delaware*

The presenters will offer suggestions for breaking away from the monolithic view of French by advocating a mindset that embraces the multicultural aspect of the language. Events bring together middle school, high school, and college students to celebrate Francophone experiences.

**S147a: La Francophonie littéraire par les textes: L'Afrique**

*Intervenant: Najib Redouane, California State University at Long Beach*

L'intervenant proposera des textes littéraires et poétiques ainsi que des activités pédagogiques réalisés dans un séminaire de niveau avancé consacrés aux littératures francophones de l'Afrique subsaharienne.

**S147b: À la rencontre des littératures maghrébines de langue française: présentation et réflexions didactiques**

*Intervenants: Najib Redouane, California State University at Long Beach et Yvette Bénayoun-Szmidt, Université York-Glendon (Canada)*

Les intervenants fourniront des réflexions et divers documents convergeant vers un apprentissage des littératures francophones d'Afrique du Nord. Une sélection d'extraits de textes, des grilles

d'analyse, des observations didactiques et des choix d'activités orales et écrites serviront de base de discussion.

**S148: Forming and Modeling Energized Teachers**

*Intervenante: Joanne M. Dangelmajer, Moravian College (PA)*

Moravian College attributes the success of its secondary certification program in foreign languages to a three-pronged approach to supervision. Each student-teacher works directly with an on-site cooperating teacher and with Moravian professors from the Education and Foreign Language Departments. The presenter will show how this program works.

### DIMANCHE 6 JUILLET SESSIONS MATIN

**S201: Portrait d'un cours sur les créoles français dans un programme d'études françaises**

*Intervenante: Marilyn Lambert-Drache, York University (Canada)*

Quoique créolophonie et francophonie soient deux réalités inséparables, peu de départements d'études françaises offrent un cours sur les créoles français. L'intervenante présentera un cours qui, quoique désigné comme cours de linguistique, ce cours privilégie une approche interdisciplinaire qui allie les aspects linguistiques aux aspects historiques, culturels et littéraires.

**S202: Le français sous le carnaval de la babélisation littéraire: sur quelques aspects du roman québéco-maghrébo-antillais**

*Intervenant: Mounia Benailil, McGill University (Canada)*

Le questionnement post-colonial permet d'établir des rapprochements entre les productions littéraires de la Francophonie. Jouant sur la double métaphore de Babel et du Carnaval, l'intervenant explorera les modalités et les enjeux de la subversion du français dans le roman contemporain au Québec, au Maghreb et aux Antilles.

**S203: Exploring French Roots in American Culture**

*Intervenant: James P. Gilroy, University of Denver (CO)*

Using Colorado as an example, the presenter will show how the French cultural and ethnic presence is a major factor in American life. The demonstration of this French connection provides a strong argument for encouraging students to study French.

**S204: Rethinking Teacher Observation: A New Framework for Collaborative Dialogue**

*Intervenante: Heather Willis Allen, University of Pittsburgh*

The presenter will propose an instrument for teacher observation and the reconstruction of classroom practices through collaborative dialogue. Participants will reflect on their own experiences with teacher observation, and the presenter will share findings on the implementation of this instrument in university-level French classes.

**S205: L'Apport du film de fiction à l'étude d'un texte littéraire: le cas de *Manon Lescaut***

*Intervenantes: Michèle Bissière, University of North Carolina-Charlotte*

L'intervenant analysera l'apport de *Manon Lescaut* et du film noir (*Double Indemnity*) à la discussion des thèmes et de la technique narrative de *Manon Lescaut*. Le film de Clouzot qui transpose le roman à l'époque de la Libération permet aussi d'en dégager le caractère universel.

**E206: *Memoirs from Normandy/Mémoires de Normandie***

*Intervenante: Joanne S. Silver, Philadelphia AATF Chapter*

Content samples and Study Guide of this work by Armand Idrac, translated by the presenter. The focus is on using first-person, humorous accounts of the author's childhood, school days, and life as a teenager in the midst of World War II to experience culture intimately. English version for beginners and non-language students, French version for advanced students.

**S207: Gisèle Pineau's Novels of Adolescence: Approaches to Teaching about Julia**

*Intervenante: Debra Popkin, Baruch College CUNY*

*Un Papillon dans la cité* and *L'Exil selon Julia* appeal to students of all ages. A discussion of the immigrant experience and alienation, growing up in Paris and returning to Guadeloupe, will be followed by an analysis of the relationship between Gisèle Pineau and her grandmother.

**S208: Putting Fashions Into Your French Course**

*Intervenant: Thomas F. Broden, Purdue University (IN)*

Drawing from the experience of two university French courses on fashion, the presenter will describe sources and materials, discuss ways of organizing modules, and suggest student activities. Elements of the curriculum are appropriate for use in courses on culture and literature, film, and business French.

**S211: Integrating the Standards into the Curriculum**

*Intervenante: June Ricks, Fort Zumwalt West High School (MO)*

How can you start with the five Cs and use them in a curriculum? What strategies and assessments can you choose to align to your objectives? The presenter will describe how she has integrated the standards into the curriculum and aligned strategies and assessments.

**S212: Twenty-First-Century *métissages***

*Intervenantes: Dawn Fulton et Myriam Chancy, Smith College et Laurence Huughe, Mt. Holyoke College (MA)*

The presenters will examine how the concept of *métissage* has evolved since the early 1990s. How have the cultural and linguistic shifts brought about by globalization affected conceptions of creolized identity? How are terms like *créolité*, hybridity, and *métissage* still relevant today? What are the relationships between national identities and creolized identities? Panelists will address these questions in the context of Francophone Caribbean literature and French popular culture.

**S213: But Are They Having Fun Yet? Engage, Challenge, Retain**

*Intervenantes: Lynn Baudrand-Aertker et Louise Stowell Ruzicka, Episcopal School (LA)*

Students learn best when actively involved in the lesson. The presenters will demonstrate games and activities for different lessons—grammatical, lexical, and cultural.

**S214: Guadeloupe, Cameroon, and Quebec: Language Learning in a Meaningful Cultural Context**

*Intervenantes: Margaret Haggstron et Catherine Savell, Loyola College (MD) et Judith Frommer, Harvard University*

Student learning is enhanced when materials to be learned are contextualized and have a meaningful purpose. The presenter will describe three content-based modules that focus on Cameroon, Quebec, and Guadeloupe and in which the target culture serves as the organizing principal and source of all practice activities.

**S215: Teaching Caribbean Literature and Culture with the film *La Rue Cases-Nègres***

*Animatrice: Michèle Bissière, University of North Carolina-Charlotte*

This session will provide teachers with practical information to incorporate *La Rue Cases-Nègres* into their French classes at various levels. This will be followed by presentations illustrating different approaches to using the film.

**S215a: A Look at Plantation Life in *La Rue Cases-Nègres* by Euzham Palcy**

*Intervenante: Cécile Accilien, Portland State University (OR)*

The presenter will analyze the importance of the plantation in the Martinican historical culture. She will focus on how the plantation as a "repeating machine" serves as a topos to understand literature.

**S215b: Les Rapports de l'oral et de l'écrit dans *La Rue Cases-Nègres***

*Intervenant: Mariana Ionescu, Huron University College (Canada)*

L'intervenante proposera une analyse théorique et une activité pratique au sujet des rapports de l'oral et de l'écrit dans *La Rue Cases-Nègres*. Cela nous permettra de tirer plusieurs conclusions au sujet de l'emploi d'un film basé sur un roman dans les cours de littérature française ou francophone.

**S215c: L'Exploitation pédagogique du film *La Rue Cases-Nègres* dans les cours de civilisation**

*Intervenante: Marilyn Kidd, Huron University College (Canada)*

Qu'est-ce qu'un film non-documentaire peut apporter à la compréhension et à la connaissance d'une culture qui est absent dans d'autres ressources comme des livres ou des conférences? Quelles méthodes peut-on utiliser pour exploiter le film comme outil d'instruction plutôt que de divertissement? Le film martiniquais, *La Rue Cases-Nègres*, servira d'exemple.

**S216: Vivre la langue sous toutes ses formes**

Cet atelier présente une pédagogie fondée sur les techniques du théâtre contemporain et des ateliers d'écriture. Il comporte un jeu d'exercices complémentaires comprenant une série d'exemples pratiques sur l'improvisation théâtrale et ses techniques, suivis d'un travail mnémotechnique de phonétique et d'interprétation poétique, pour enclencher un travail d'écriture.

**S216a: Atelier d'écriture sur improvisations et interprétations**

*Intervenante: Stella Behar, University of Texas-Pan American*

Partant des improvisations et interprétations précédentes l'atelier propose des exercices de production de texte tels que «observation et notation», «boîtes à mots», «rédaction collage», où l'on travaille aussi la cohérence et syntaxique. Ces exercices présentent un nouveau départ vers l'oral.

**S216b: Arts et techniques de l'improvisation théâtrale**

*Intervenante: Theresa Casanova, Economedes High School (TX)*

On utilisera des techniques propres à l'improvisation théâtrale pour montrer comment les étudiants peuvent améliorer leur loquacité, surmonter leurs inhibitions et parfaire leur prononciation. Combinant des exercices de synchronisation vocale et physique, des jeux d'association, on élaborera des contenus thématiques ou situationnels sur lesquels un discours construit pourra s'élaborer.

**S216c: Phonétique et interprétation poétique**

*Intervenant: Kenny Montgomery, Edinburg High School (TX)*

À partir de petits poèmes les exercices proposés: le «miroir», «le panaché dramatique» et «la chaîne», vont développer des techniques dans lesquelles diction, assimilation de structures linguistiques, mémorisation, concentration, prise de parole, écoute et sens de la repartie sont les bénéfices d'une telle mise en pratique de la langue.

**S217: Music in the Elementary French Class**

*Intervenante: Jane Elkin, Chesapeake Montessori School (MD)*

The presenter is a professional singer and French and music teacher who will offer a repertoire of songs for pre-school through elementary students. Learn selection criteria, basics of vocal production, rehearsal and performance pointers, supplementary games, and activities to reinforce language learning through music.

**S218: Des projets français**

*Intervenantes: Samantha Godden-Chmielowicz, Schurz High School (IL) et Kimberly Gray, Benito Juarez High School (IL)*

The presenters will share various projects suitable for use in French class or with French clubs. Many of these projects form links with other disciplines and will expand students' cultural knowledge. Together, participants will create a "mosaic-mural" one of the projects described.

**C219: Promoting French in Your Classroom, District, and State**

*Intervenante: Jacqueline Thomas, Texas A & M University at Kingsville*

Join members of the Commission for the Promotion of French to share strategies on building enrollment, keeping programs healthy, getting the most PR out of National French Week, and making a splash at your state convention. Bring your own success stories as well.

**S221: Creating Pedagogical Activities for the Acquisition of the *Passé Composé* and *Imparfait***

*Intervenante: Dalila Ayoun, University of Arizona*

Following the presentation of empirical data that show that under three different conditions English native speakers who are learning French in instructed settings acquire the *passé composé* before the *imparfait* and have difficulties generalizing past aspectual use to a variety of verbs, the audience will be invited to brainstorm ideas for classroom activities facilitating the acquisition of these tenses.

**S222: Fun French Virtually Every Day**

*Intervenante: Valencia Siff, Collegiate School (VA)*

You and your virtual French students will live together in an *immeuble* where each person comes from a different Francophone region and has his or her own furnished apartment, career, and daily habits. Through virtual adventures, your students will learn real French. Handouts, Internet resources, and creative ideas will provide everything you need to make this approach fun for your students.

**S223: Two Models of Electronic Portfolio Assessment**

*Intervenantes: Sharon Shelly et Susan Binkley, College of Wooster (OH)*

Portfolio assessment has become an important component of many foreign language programs. Meanwhile, developments in instructional multimedia have made it possible to design electronic portfolios. The presenters will discuss some of the multimedia tools available and describe two different models of E-portfolio assessment.

**S224: Des Hésitations face à la technologie? Comment les survivre et sourire en même temps**

*Intervenantes: Nancy Gadbois, High School of Science and Technology (MA) et Rebecca K. Fox, George Mason University (VA)*

The presenters will examine realistic ways to incorporate technology into French classes. They will look at supplementing existing lessons by means of Power Point, the Internet, and WebQuests.

**S225: Living History: Teaching Francophone History and Culture through the Use of the Internet and Francophone Film**

*Intervenantes: Sarah Gendron, Bradley University (IL) et Nelly Halzen, University of Wisconsin*

The presenters will focus on ways of incorporating Francophone history and culture in the classroom. They will examine the use of the Internet "Listening Assistant" and Francophone film as a means of offering students a more intimate experience of historical moments and important figures of the Francophone world.

**S226: Le Français dans le monde**

*Intervenantes: Jacqueline Friedman, Horace Mann School (NY) et Harriet Saxon, Pierrepont School (NJ)*

Le français est à présent parlé dans cinq continents, par plus de deux cents millions de personnes. Les conférencières vous feront partager les traditions communes et variées qui trouvent leurs expressions dans une seule langue.

**S227: Teaching French Through Song**

*Intervenante: Christina Rocha, Patapsco High School (MD)*

The presenter will focus on how to use different songs and styles of music for all levels of classroom instruction. Participants will learn how to teach all kinds of concepts, from the alphabet to the *passé composé*.

**S228: Les Cartes d'identité**

*Intervenante: Suzanne Gyurgyik, Shaker Heights High School (OH)*

Souhaitez-vous ne plus perdre de temps précieux en classe, mieux connaître vos étudiants, avoir l'attention de tous les étudiants quand vous posez des questions individuelles, et avoir un système de notation plus juste pour leur participation orale? Les cartes d'identité offrent une solution simple mais efficace.

**S229: Forum on the Grand Concours**

*Intervenante: Geneviève Delfosse, Présidente du Comité de développement*

This session will explore possible changes to be implemented in the *Grand Concours* in 2004. The development committee chair will share the results of a survey posted on the *Grand Concours* site regarding the most frequently requested changes to implement in the French National exam, and their rationale. The session will offer the opportunity to ask questions and present suggestions.

**S231: The Evolving Nature of Montaigne's Attitudes Toward Women**

*Intervenant: Edmund J. Campion, University of Tennessee*

The presenter will explore the evolution of Montaigne's attitudes toward women from the negative comments in the original edition to the much more positive remarks in later editions of his *Essais*. For the more favorable comments on women this presentation will deal largely with "Sur des vers de Virgile."

**S232: Internet Classroom Activities: à la découverte de la Martinique, de l'Alsace et de la Guinée**

*Intervenante: Laurie A. Ramsey, University of the South (TN)*

The presenter will suggest ways to use the Internet to explore three very different Francophone regions. Teachers will re-

ceive a packet of information with lesson plans to guide a class through virtual visits and cultural highlights of each fascinating place.

**S233: "Cric! Crac" et "Deux sous cric crac:" Gilbert Gratiant, fabuliste et témoin de son temps**

*Intervenante: Madeleine Soudée, Georgetown University (DC)*

Aux Antilles, pendant les réunions familiales, si on crie: "Cric! Crac!" cela veut dire: je vais raconter une histoire. Les fables originales du Martiniquais Gilbert Gratiant sont tirées de la vie courante de son époque. Il a su exploiter l'expressivité de la langue créole, nerveuse et imagée.

**S234: Un Projet-pilote de programme bilingue: vivre dans le Rhin supérieur**

*Intervenante: C.W. Vance, University of North Carolina-Charlotte*

Cette présentation constituera un exposé des objectifs du programme. L'intervenante présentera le manuel et les étapes successives. Elle parlera des considérations sur les principaux aspects didactiques et méthodologiques et la possibilité de les adapter à l'enseignement du français aux USA.

**S235: «Ce n'est qu'un mauvais rêve...» ou le traumatisme de l'histoire haïtienne dans *L'homme sur les quais* de Raoul Peck**

*Intervenante: Stéphanie Bérard, University of Minnesota*

Sarah replonge dans sa mémoire pour raconter son enfance, une enfance brisée par la disparition de ses parents et la violence du régime de Duvalier en Haïti. Elle remonte dans son passé comme dans un rêve et tente de reconstruire cette période disloquée de sa vie pour exorciser les démons qui la hantent.

**S236: Recasting the Language Requirement through Study Abroad: A Cultural Immersion Program in Avignon**

*Intervenant: Mark Ingram, Goucher College (MD)*

To motivate students fulfilling the language requirement, some colleges have turned to short-term study abroad programs. These can internationalize the curriculum through interdisciplinary and experiential learning overseas. The presenter will examine a pilot program in Avignon, addressing its value to foreign language curricular development and to internationalizing the curriculum.

**S237: Évaluation sommative: premier résultats d'un test de placement**

*Intervenante: Monique Burston, Temple University (PA)*

La conférencière présentera un test en voie de développement et, à la lumière des premiers résultats obtenus, elle discutera

la détermination des barres d'entrée, l'amélioration du placement des étudiants, les déplacements d'effectifs qui en résultent et la comparaison des résultats obtenus avec la version-Web et la version-papier.

**S238: Incorporating a Business Language Component into the High School French Curriculum**

*Intervenant: William Thompson, University of Memphis (TN)*

The presenter will provide information about a newly-developed business language curriculum for the second-year high school classroom comprised of modules structured to reflect the language level of students in the second year of high school foreign language study.

**DIMANCHE 6 JUILLET  
SESSION  
APRÈS-MIDI**

**S241: French Cultural Diversity in Martinique: New Horizons and Global Perspectives for Students**

*Intervenante: Flora Poindexter, University of Delaware*

The presenter will offer suggestions for expanding students' horizons by bringing together French, Caribbean, and African cultures in Martinique. Let students experience cultural diversity firsthand. The presenter will tell you everything you need to know to start a successful program for study abroad.

**S242: An Imaginary Adventure in Martinique: A FLES Model for Articulation**

*Intervenantes: Mary Lynn Redmond, Wake Forest University (NC) et Kay Hewitt Hoag, Lexington Elementary School (SC)*

The presenters will examine the curriculum design of an instructional unit entitled "La Martinique" that links language, content, and culture based on the Content-enriched FLES Model. They will show sample lessons that are standards- and performance-based and explain how they articulate language throughout the students' imaginary trip to the island.

**S243: A New Approach to French for Business**

*Intervenante: Sister Mary Helen Kashuba, Chestnut Hill College (PA)*

Chestnut Hill College is beginning a major in International Business, Language, and Culture. This interdisciplinary program will also address culture and ethics. Some courses will combine both business and language through teleconferencing. This presentation will describe the details and the uniqueness of the program.

**S244: Assessment at the Intermediate Level in French: Tips for Doing It Right**

*Intervenantes: Judy Muyskens, Colby Sawyer College (NH) et Linda Harlow, Ohio State University*

The purpose of this session is to explore assessment issues at the intermediate college and the advanced high school level. The presenters will delineate guidelines for assessment, address practical issues, share sample items, and give hints for turning uninteresting test items into snappy ones.

**S245: Teaching Francophone Literature and Culture with Film**

*Animatrice: Michèle Bissière, University of North Carolina-Charlotte*

This session will provide teachers with practical information on how to put together a course on Teaching *la Francophonie* through Films. Class syllabi and practical hints will be shared.

**S245a: Les laissés pour compte de la Révolution française: la Guadeloupe et l'esclavage dans *Sucre amer* de Christian Lara**

*Intervenante: Pascale-Anne Brault, De Paul University (IL)*

*Sucre amer* reconstitue un épisode de l'histoire souvent occulté par la mémoire collective, celui du peuple guadeloupéen qui, en mai 1802, se révolta contre le rétablissement de l'esclavage. Ce film nous invite à réexaminer l'héritage de la révolution française.

**S245b: Women's Issues in Francophone Literature and Film**

*Intervenante: Marie-Thérèse Killiam, Sweet Briar College (VA)*

The presenter will describe the materials and procedures used in a course on Francophone Literature through Film that includes works from Sénégal, the Maghreb, the French Caribbean, and Quebec. She will suggest ways of eliciting the students' interest in issues and cinematographic devices far removed from their experience.

**S245c: Teaching Francophone Literature and Culture with Film: Dynamic Use of Film in Courses on French Caribbean Literature**

*Intervenante: Ann Armstrong Scarborough, Full Duck Productions (CO)*

The presenter will describe three recent films on contemporary French Caribbean writers that enable teachers to enliven their French language and literature courses. The films present Aimé Césaire, Maryse Condé, Raphaël Confiant, Patrick Chamoiseau, and Jean Bernabé. The paper will focus on common themes such as writing and politics.

**S246: De l'île aux fleurs aux roseraies de la Malmaison**

*Intervenantes:* **S. Pascale Dewey**, *Kutztown University (PA)* et **Céline Poulin-Lape**

Les intervenantes parleront de botanique et de littérature. Elles examineront le thème de la femme-fleur et le destin romantique de Joséphine de Beauharnais, impératrice créole, qui a défaut de flore tropicale, quand la fortune eut tourné, cultiva dans sa retraite de la région parisienne de magnifiques roses que l'artiste Redouté immortalisa.

#### **S247: The Marionette Show**

*Intervenante:* **Judy Beckes**, *Robinson High School (IL)*

The Marionette Show is an enrichment activity for advanced high school classes. Students learn to make their own marionettes, design the set, develop a script, and present a show for other classes. *Les Misérables* may be presented in whole or in part.

#### **S248: Meet the Editors**

*Intervenants:* **Christopher Pinet**, *Montana State University*, **Clyde Thogmartin**, *Iowa State University*, **Jane Black Goepper**, *Rédactrice, National Bulletin*, **Michèle Magnin**, *University of San Diego*

The *French Review* is continuing to make innovations in the millennium. A new rubric, "In Your Corner: Focus on the Classroom," began which presents successful classroom practice at all levels. A special issue commemorating the 75<sup>th</sup> anniversary of the AATF appeared, and in May 2003 a special issue devoted to *la Francophone* in honor of the Martinique convention was published. The *National Bulletin* continues to publish classroom exercises by Colette Dio to accompany her *French Review* column, "La Vie des mots," as well as Commission reports and classroom activities. The Chair of the Telematics Commission will talk about developments to the AATF Web site.

### **LUNDI 7 JUILLET SESSIONS MATIN**

#### **S301: Study Abroad and its Impact on College Curricula**

*Intervenante:* **Dorothy M. Betz**, *Georgetown University (DC)*

The fragmentation of the undergraduate major that results from the varied programs of study abroad threatens the coherence of the French major. The presenter will examine problems at the institutional and individual levels and seek solutions that might help define our programs.

#### **S302: Hugo and Enunciation**

*Intervenante:* **Wendy Greenberg**, *Penn State Berks Lehigh College (PA)*

An analysis of "Viro major" and its comparison to "Réponse à un acte d'accusation" will demonstrate that Hugo's revolutionary rhetoric best exemplifies enunciation in action. The comparison of the two poems will demonstrate Hugo's revolutionary rhetoric at work.

#### **S303: Learning to Read in Haiti: French or Creole?**

*Intervenante:* **Laureen C. Hurt**, *Indiana University of Pennsylvania*

The presenter will describe the use of French and Creole as students learn to read in elementary schools in the Central Plateau of Haiti. She will show that priority should be placed on the development of literacy skills in Creole rather than French.

#### **S304: Enseigner la Caraïbe**

*Intervenante:* **Gisèle Lorient-Raymer**, *Northern Kentucky University*

L'intervenante propose un modèle concret de cours sur la littérature et la culture des Caraïbes. L'objectif de ce cours est d'apporter aux étudiants une meilleure compréhension de la complexité et de la diversité de l'identité de la Caraïbe contemporaine et de les faire réfléchir sur leur propre expérience du pluralisme.

#### **S305: Vous êtes branchés!**

*Intervenante:* **Patricia A. Pierce**, *Baylor University (TX)*

Are you looking to expand the use of the cultural information segments of your introductory French textbook? This presenter will share visuals and oral activities as well as Web activities to supplement your course materials.

#### **S306: Caribbean Francophones in France: Linguistic Identity, Variation, and Assimilation**

*Intervenants:* **Jack Jason Davis** et **Stacey Katz**, *University of Utah*

The presenters will describe a study based on interviews conducted with Haitians and Martinicans living in Paris. The purpose was to discover the linguistic identity of these individuals as well as their adaptation and assimilation to Metropolitan French society.

#### **S307: Teaching *Cahier d'un retour au pays natal***

*Intervenante:* **Mary Anne O'Neil**, *Whitman College (WA)*

The study of Aimé Césaire's work can serve as a capstone experience in a course on twentieth-century French poetry. This presentation will explain how to place this poem in the context of modern French poetics as well as in the context of Francophone literature.

#### **S308: Marianne introuvable: la République dans la nouvelle France**

*Intervenant:* **Jean-Philippe Mathy**, *University of Illinois*

La campagne des dernières élections présidentielles a souligné le paradoxe du discours républicain dans la France d'aujourd'hui. La crise du politique offre une grille de lecture utile pour interpréter les divers débats publics qui ont divisé l'opinion française depuis trente ans.

#### **S311: French for the Tourism, Hotel, and Restaurant Industry in Las Vegas**

*Intervenante:* **Elfie Manning**, *Community College of Southern Nevada*

The presenter developed both a Certificate and an Associate of Arts Degree in Business French at a community college with an emphasis on the hospitality, tourism, hotel, casino, and restaurant industry. She will demonstrate how to work closely with the businesses particular to one's area and address their needs resulting in internships and jobs.

#### **S312: Increasing Student Motivation and Responsibility with Personal Language Learning Journals and Portfolios**

*Intervenante:* **Christine Moritz**, *Whitman College (WA)*

This presentation describes the use of student-designed language learning journals and portfolios. Meta-awareness of students' language learning processes improves and motivation to learn intensifies as students assume more responsibility for their learning and make decisions about how and what they will learn.

#### **S313a: Technology in French Teaching**

*Intervenantes:* **Wendy Carr**, *Coquitlam School District (Canada)*

Enhance student projects, conduct Internet research, make on-line connections with Francophones, record speech and music, create and explore WebQuests, Web pages, and more. The presenter will offer some hows, whys, and cautions as well as a demonstration of commonly available software, search techniques, and sample student projects.

#### **S313b: L'apprentissage autonome au secondaire**

*Intervenante:* **Brigitte Patenaude**, *Vancouver School District (Canada)*

Est-il possible d'intégrer dans une classe des styles d'apprentissage et des niveaux de motivation multiples? Pouvons-nous combiner une variété de matériaux et de programmes pour créer une approche d'apprentissage basée sur les projets mais qui ne néglige ni la grammaire ni la pratique orale? L'intervenante partagera ses expériences.

#### **S314: Learning Theory and the Teaching of French in the 21<sup>st</sup> Century: Practical Application for NBPTS Certification Candidates and Others Interested in Improving Students' Learning**

*Intervenantes: Susan Colville-Hall, University of Akron (OH) et Marguerite M. Terrill, Central Michigan University*

Enhance your teaching, improve all your students' learning through current learning theories. Participants will update their understanding of motivation, zones of proximal development, scaffolding, mnemonics, constructivism, and cooperative learning as it relates to their classrooms. Participants are asked to bring a copy of a one-day lesson plan to which they could apply some of these strategies.

**S315: En préparation à l'examen AP: L'Enfant noir de Camara Laye**

*Intervenantes: Suzanne Toczyski et Christine Renaudin, Sonoma State University (CA)*

Le but de cette session est de fournir aux professeurs un dossier pédagogique sur *L'Enfant noir* qui vient d'être sélectionné parmi les textes à inclure au programme des épreuves françaises de l'examen AP.

**S316: Les Stages de l'AATF: Présentations de projets pédagogiques**

*Intervenantes: Michèle Magnin, University of San Diego, Tammy Wubbenhorst, Voorhees High School (NJ), et Jane Elkin, Chesapeake Montessori School*

In 2002, a group of 15 AATF stagiaires participated in a program at the *Université de Pau*. They are now using the projects begun during the *stage* in the classroom. Presenters will explain who should apply and how to improve chances of being accepted. The projects will prove the long-lasting and far-reaching impact these *stages* have on a teacher's career.

**S317: Ode to Winter**

*Intervenante: Diane Nizza, William P. Clements High School (TX)*

A recipient of an AATF summer scholarship to Québec will present an anthology of the songs of Quebec, beginning with French and Irish folkloric music, continuing with the years of French imitation, to the popular songs of today which highlight nationalistic feelings for the province and a love for the snow and ice.

**S318: The Three-Minute Pronunciation Lesson**

*Intervenante: Kelly Sax, Indiana University*

Based on well-founded theoretical principles, the presenter will review basic French phonetics and focus on quick, fun ways to integrate pronunciation into classes.

**S321: Marketing French to Students: The Use of Advertising Posters in French Language Instruction**

*Intervenants: Lynn Palermo et Scott Manning, Susquehanna University (PA)*

Publicity posters provide a way to teach students about French culture and connect

with their interests in business, art, design, communications, history, or sociology. The presenters will discuss a variety of student projects based on advertising posters and suggest ways to use them.

**S322: South Pacific: Bringing Tahiti/French Polynesia into the Classroom**

*Intervenante: Laura M. Florand, Duke University (NC)*

Students love to imagine themselves in Tahiti, although their images of it are superficial. The presenter will provide material to integrate this culture into the classroom, including activities that concentrate on cultural acquisition and activities that work specific language points within the context of French Polynesian culture.

**S323: Avez-vous dit «classe de littérature»? What's a Lit Class? Lit Crit and Back**

*Intervenants: Christine Armstrong et Charles O'Keefe, Denison University*

Autrefois le cas pour les tropes rhétoriques; aujourd'hui les théories littéraires s'imposent comme modèles. Toutefois, les intervenants suggèrent que leurs approches textuelles divergentes aboutissent chacune à une expérience réussie pour les étudiants.

**S324: A Trickster's View of the Deleterious Francophone Colonial Era**

*Intervenante: Daniel Noren, Ferris State University (MI)*

On peut remarquer et tracer une véritable métamorphose de l'oralité qui reflète l'oppression des noirs pendant l'époque coloniale. Compère Lapin et Compère Tortue, représentants symboliques des paysans colonisés/esclaves "banditisés," nous sommes dépeints comme, avant tout, des survivants. C'est par leurs yeux que nous comprenons mieux la vie quotidienne sous les Colons et les Békés.

**S325: Diversifying the French IV AP Curriculum**

*Intervenante: Anne Jensen, Gunn High School (CA)*

This session will help French IV AP teachers develop a curriculum which is rigorous but reflective of the diverse literature and music from the Francophone world.

**S326: Teaching Caribbean Literature and Its Music: An Interdisciplinary Exploration of French and Hispanic Commonalities**

*Intervenants: Marco D. Roman, Mount St. Mary's College (PA) et Stacy Southland, University of Central Oklahoma*

The presenters will explore how music of the Caribbean can complement and bring to life the presentation of concepts reflected in the literature of the region.

Topics covered include the struggle for colonial independence, patriotism, life in exile, *négritude*, social injustice, and the spirituality of *voudou/santería*.

**S327: La Poésie tous azimuts**

*Intervenant: Edward Gisselbrecht, Brookstone School (GA)*

Cette session sera consacrée à l'exploration et à l'explication des stratégies pour l'intégration de la poésie au *high school*. Chaque participant recevra un dossier contenant des poèmes aussi bien que des exercices, des idées pour activités et évaluations et une liste de sites Internet. L'accent sera mis sur la poésie comme moyen de développer les compétences linguistiques et comme véhicule de la culture.

**S328: Active, Not Passive: Creating an Active Learning Environment**

*Intervenants: Paul Weil, Need Affiliation et Todd Bowen, Adlai Stevenson High School (IL)*

Developing student-centered classrooms where students are active learners and not passive participants remains a challenge. The presenters will share strategies that they have used to create student-active lessons for the French team.

**S331: Teaching Francophone Literature On-line**

*Intervenante: Geraldine O'Neill, Pace University (NY)*

The presenter will discuss teaching both asynchronous and hybrid courses in Francophone language and literature using an on-line format. The topics include designing appropriate courses, managing an on-line discussion board, using the potential of chat rooms, assessing student work, and developing strategies for engaging students in meaningful learning.

**S332: Raymond Breton's Dictionnaire Caraïbe-François and François-Caraïbe: Language and Culture in Context**

*Intervenant: Gaetano DeLeonibus, Willamette University (OR)*

The presenter will discuss a 17<sup>th</sup>-century French-Carib bilingual dictionary, examining how the dictionary's organization and content reveal the author's attitudes about both French and Carib cultures. In his work, Father Raymond Breton argues for a communicative rather than analytical and grammatical approach to acquiring Carib as a second language.

**S334: Models for an Interactive Classroom**

*Intervenantes: Thérèse Saint Paul et Janice Morgan, Murray State University (KY)*

Using a concept developed in *Les Simulations globales: mode emploi*, the presenters will look at two models of integrated skills courses organized around a central theme where students interact with classmates to role-play throughout oral and written scenarios.

**S335: Alexandre Dumas in the Twenty-First Century Classroom**

*Intervenante: Mary Anne Garnett, University of Arkansas at Little Rock*

The presenter will examine how Alexandre Dumas is now enjoying new status as a representative of *la Francophonie* and popular culture. Participants will receive a *dossier pédagogique* including resources, materials, lesson plans, and thematic units on Dumas' life and works.

**S336: La Communication et le rôle de la technologie**

*Intervenant: Thierry Karsenti, ACPI*

La communication portera sur le rôle des technologies de l'information et de la communication dans la motivation des élèves à apprendre le français en immersion. Le conférencier mettra en évidence comment les TIC peuvent être utilisées efficacement dans le but de soutenir et de développer le goût d'apprendre des élèves.

**S337: The French Language Spoken by the *Pieds-noirs* of Lille and Paris: Creolization, Decreolization, and Classification Issues**

*Intervenante: Joëlle Nizard-Mankopf, Barrington High School (IL)*

This presentation on a linguistic study of North African French (NAF) spoken by the *pieds-noirs* of Lille and Paris will be of interest to Francophones as a case study of multilingualism, languages in contact, variation, and as an investigative tool of language classification.

**S338: Voix féminines et histoire médiévale: une quête virtuelle à travers l'Hexagone**

*Intervenante: Maria Anagnostopoulou, The Cathedral School (NY)*

L'intervenante se concentrera sur une étude du Moyen Âge tel qu'il émerge à travers une série d'entretiens virtuels avec les femmes les plus influentes des dynasties qui ont gouverné la France. L'intervenante présentera un projet interdisciplinaire réalisé par des élèves qui se sont embarqués dans une quête virtuelle afin de rétablir l'importance de la voix féminine.

**LUNDI 7 JUILLET  
SESSION  
APRÈS-MIDI**

**S341: L'Oral spontané: invention et convention**

*Intervenante: Kathryn Jospé, AATF Rochester Chapter (NY)*

L'intervenante montrera quelques exemples de ce qui se passe dans le français spontané et comment profiter des «erreurs» auto-corrigées ou métamorphosées dans la langue parlée par toutes sortes d'âges, de niveaux sociaux, des régions différentes, des registres différents.

**S343: Le Problème du jour: l'apprentissage du français à travers les mathématiques**

*Intervenante: Barbara C. Anderson, Normandale Elementary School (MN)*

L'intervenante présentera une activité qui motivera les élèves à parler français, tout en leur offrant l'occasion d'élargir leur vocabulaire, de perfectionner leur connaissance des nombres et de travailler la lecture à haute voix. Il s'agit de la résolution de problèmes simples de mathématiques, des problèmes qui se rattachent à la vie quotidienne.

**S344: Culture and Communication in the Beginning French Classroom**

*Intervenantes: Erin Arantowicz, Baker University (KS) et Lara Lomicka, University of South Carolina*

The presenters will provide a model for developing communicative activities for beginners, activities which foster communication, guide them in generating cultural comparisons, and promote the integration of culturally-based materials.

**S345: French Views of America**

The purpose of this session is to discover how America is seen and portrayed through the eyes and ears of 20<sup>th</sup>-century French authors. Long ago Alexis de Toqueville demonstrated that it is often the outsider who sees another country most clearly.

**S345a: New York, un mythe français**

*Intervenante: Daniela Hurezanu, Arizona State University*

The presenter will discuss the different impressions of New York by French writers, Simone de Beauvoir in *L'Amérique au jour le jour*, Jean-Paul Sartre in *Situations III*, and Jean Baudrillard in *L'Amérique*.

**S345b: Jean-Paul Sartre's Critique of Late 17<sup>th</sup>- and mid-20<sup>th</sup>-Century America**

*Intervenant: William Hendrickson, Arizona State University*

Sartre's film adaptation, *Les Sorcières de Salem*, of Arthur Miller's *The Crucible* is an excellent text for studying the existentialist philosopher's approach to the Salem Witch Trials of the late 17<sup>th</sup> century as well as McCarthyism in mid-20<sup>th</sup>-century America. The textual adaptation will be studied along with its screen representation from literary, political, cinematographical, and

philosophical points of view.

**S346: Adrienne Lecouvreur, la vraie et la connue**

*Intervenants: Maria G. Traub, Neumann College (PA) et Martin Dillon, Rutgers University (NJ)*

La comédienne Adrienne Lecouvreur a bouleversé le monde théâtral au dix-huitième siècle. Elle a fait sensation à la Comédie française et depuis on s'éloigne de la déclamation. Sa vie tragique a motivé de grandes actrices à interpréter sa vie, des écrivains à écrire des drames et même un compositeur à en faire un opéra. On discutera la pièce d'Eugène Scribe et l'opéra de Cilea.

**S347: Activities on a Thematic Unit in the Elementary-School Foreign Language Model Program**

*Intervenante: Theresa C. Monye, Douglas County Schools (GA)*

The presenter will give teachers ideas on how to incorporate activities into a thematic unit from the Elementary Schools Foreign Language Quality Core Curriculum, the Georgia equivalent of the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Participants will engage in an activity as students learning a foreign language.

**S348: Les Femmes dans la Résistance**

*Intervenante: Connie Shaffer, Hun School of Princeton (NJ)*

Beaucoup de gens ignorent le rôle des femmes dans la Résistance. La conférencière traitera d'abord de la grande diversité de femmes qui ont risqué ou donné leur vie. Ensuite elle présentera plus en détail quelques femmes qui ont joué des rôles majeurs à partir d'extraits de leurs œuvres autobiographiques et poétiques écrites après la guerre.

**ANNONCE**

Je suis heureux de pouvoir annoncer que plusieurs Alliances Françaises aux USA prennent l'initiative d'inscrire leurs professeurs à l'AATF et de payer leurs cotisations. Jane Robert, la présidente de la Fédération, a décidé d'inscrire tous les professeurs qui enseignent à l'école de St Louis comme l'avait fait Misa Bourdoiseau à Seattle auparavant. J'espère que beaucoup d'autres suivront cet exemple et que tous les professeurs des alliances pourront bientôt bénéficier de tous les services de l'AATF.

Jean-Pierre Piriou  
Président

# SALUT LES JEUNES

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## GET THOSE VERBS STUCK IN THEIR HEADS!

Introduce this popular Louisiana folk tune and have students sing and dance it with you.

*Allons danser Colinda,  
Allons danser Colinda,  
Allons danser Colinda,  
Pour faire amuser tout le monde.*

Using this folk tune as a model, change the verb *danser* to a different -er verb for each student. Then insert each student's name in the song to replace *Colinda*.

*Allons marcher Kate,  
Allons marcher Kate,  
Allons marcher Kate,  
Pour faire amuser tout le monde.*

*Allons chanter Mark,  
Allons chanter Mark,  
Allons chanter Mark,  
Pour faire amuser tout le monde.*

*Allons parler Adrianna,  
Allons parler Adrianna,  
Allons parler Adrianna,  
Pour faire amuser tout le monde.*

Have each practice singing and dancing their section. Next practice with the music. You may wish to have older students generate their own -er verb or use different verb forms in the model. As a follow-up activity, each student can direct his or her section of the song. You will be amazed at how quickly the students not only memorize their section of the song but are anxious to tell the verbs of their classmates, too.

The music is available on the following CD: *Le Hoogie Boogie, Louisiana French Music For Children*, ISBN: 1-8886767-25-4. Amusez-vous!

Karen Campbell Kuebler  
Wellwood International School  
(MD)

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*Instruire et plaire à Madinina: le français sous le vent*

Watch for updates on our Web site:  
<http://www.frenchteachers.org>



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## Commission on Student Standards

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## CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 76, No. 2 (December 2002). Les activités se trouvent à la page 18.

- I. 1. assis; 2. fallu; 3. porté; 4. portée; 5. valu; 6. plu; 7. cousu; 8. craint; 9. née; 10. jetées
- II. 1. le roi; 2. n'en fais pas un fromage; 3. a toujours la dalle en pente; 4. je m'en balance; 5. aime serrer les paluches de ses électeurs; 6. C'est pas un scoop!; 7. j'ai la dent; 8. ne peut pas me blairer; 9. lui flanquer une roustie; 10. est fortiche
- III. 1. suis; 2. est; 3. ont été *ou* furent; 4. est; 5. a été *ou* fut; 6. sont; 7. ai; 8. est; 9. sont; 10. ait *ou* ait eu.
- IV. 1. Il dit à son épouse: "Ne t'en fais pas."  
2. Le soldat l'a insulté en lui disant: "Tu n'es qu'un enfoiré!"  
3. J'ai dit à cette jacasse: "Tais-toi donc" *ou* "Taisez-vous donc."  
4. Je lui avais dit: "Ne continue pas tes combines malhonnêtes."  
5. Le procureur demanda au prévenu: "Avez-vous jamais commis d'autres incivilités?"

Les items suivants sont des corrections aux «Mots chassés» (p. 23) et au «Corrigé des exercices» (p. 30) du *National Bulletin* du mois de janvier 2003.

«Mots chassés»

- III. ... d'origine grecque
  - IV. ... commençant
  - V. 3. **ses** eurodéputés
  5. recommandera
- «Corrigé des exercices»
- I. 8. ... s'est-elle
  9. ... s'est-elle
- IV. télécommande

## The AATF and the National FLES\* Commission



present a new video

### “Forward with FLES\*”

The video addresses some important issues:

1. Why FLES\*? 2. FLES\* Outcomes
3. French Connectons 4. FLES\* and the Future

This 11-minute video was filmed in Dallas, New Orleans, Baltimore, and Rutherford, NJ. Project Coordinators: Dr. Gladys Lipton and Dr. Lena Lucietto

Many people were interviewed, and the speakers on the video represent views from different walks of educational life: superintendent, mayor, headmistress, PTA president and member, parents, state foreign language specialists, National FLES\* Institute director, principals, foreign language chairs and coordinators, AATF Regional Representatives, French teachers, Spanish teachers, students...

Funding for the video was part of a grant received by the AATF from the U.S. Department of Education Title VI.

For more information, consult the Materials Center listings on page 50.

FLES\* includes Sequential FLES, Sequential FLEX, Exploratory, Immersion

## FRANCOPHONIE SANS FRONTIÈRES

Du 11 au 15 août 2003, l'Université McGill offrira la seconde édition de "Francophonie sans frontières," un institut d'une semaine qui vise à la fois une formation professionnelle et un enrichissement culturel. Cet institut s'adresse aux enseignants et enseignantes de français langue seconde ou étrangère. L'édition 2002 a été de l'avis de tous un grand succès. Élaboré avec soin par une équipe multidisciplinaire, le programme 2003 maintiendra les objectifs de l'année dernière tout en proposant de nouveaux contenus. Nous vous invitons à venir explorer avec nous, au cœur de Montréal, la grande et riche diversité francophone. Pour en savoir plus, visitez le site à [http://www.francophonie.mcgill.ca].

## SUMMER SCHOLARSHIP IN CHICOUTIMI, QUÉBEC

During summer 2002, I had the honor of being awarded the summer scholarship to study at the *Université du Québec à Chicoutimi* in their three-week French immersion program. Their program for adults has been in existence for twenty years. It is well-known to Canadians but has somehow been relatively unnoticed by their neighbors to the south. I regret that up until this summer, I had barely taken advantage of the rich resource of Francophone culture that exists in Quebec.

The *Université du Québec à Chicoutimi* is in the town of Chicoutimi, population about 70,000, about a three-hour drive north of Quebec City. It is situated on the beautiful Saguenay River which flows into the St. Lawrence River. It is known for being one of the most exclusively French-speaking areas of Quebec. The more than two hundred fifty adults who arrived for the three- or five-week sessions were required to sign a contract at the beginning of the program agreeing to speak only French during their stay. Our teachers and counselors seemed very serious about this rule; we were informed that, after appropriate warnings, violators would be dismissed from the program.

Participants have the option of being placed with a host family or living on campus in a dormitory. I feel that my immersion experience was really enriched by my choice to stay with a host family. The *Québécois* in the area are known for their hospitality.

I did not make this trip alone. I requested a host family with children because my twelve year old daughter Molly would be coming with me. The French teacher I work with at my high school also attended the Chicoutimi program. Two of my high school students and my fifteen year old daughter attended the concurrent immersion program for teenagers 45 minutes to the west in Alma, Quebec. Each of them stayed with host families, attended French classes in the morning at the CEGEP, and did a variety of planned activities in the afternoons. Their program was set up in a similar way to the adult program, but it is newer and smaller, having been started about four years ago. The students had a fantastic experience. They enjoyed living with their host families and learning more French from them. The activities, such as biking, visiting a ghost town, and whale watching on the St. Lawrence River, were really fun. Molly and I were able to join them for a day of kayaking and another activity called *Arbre en Arbre*, which the students absolutely loved. An area in the forest near the banks of the St. Lawrence River has

been turned into a course where participants traverse rope bridges, climb, and sail across zip lines to get from one perch to the other. Though all participants are securely attached to safety harnesses throughout the adventure, it is a thrilling experience for those who are not afraid of heights! My student, Leah, excitedly told me afterwards, "J'ai volé dans l'air!"

The teachers and other adults from all over Canada and the U.S. were having their own set of experiences nearby in Chicoutimi. The teaching staff at the University was excellent. Our group of advanced French speakers thoroughly enjoyed our class with our enthusiastic and animated instructor, Suzanne. Afternoon activities were led by a great group of counselors recruited by the college, who led us in activities such as area tours, dance classes, sports, and the hilarious shows they put on for us during several evening get-togethers. Like our students, we had a day of whale watching, and at another time, visited beautiful Quebec City.

At the end of our three-week stay, we had a day of farewell dinners and goodbyes, and the next morning our group headed by bus from Chicoutimi and Alma to join up and spend one last day in Quebec City. From there, we rented a minivan, and headed for Montreal to spend a couple of days sightseeing before flying home to Minnesota. We all agree that our trip to Quebec was a wonderful experience.

I want to thank the AATF for their generosity in awarding me this scholarship to study in Chicoutimi. I was able not only to profit from this immersion program myself but also to share it with my family, students, and a colleague. I hope to recruit more students in future years and to participate again in this enriching program.

Nancy Solo-Taylor  
St. Paul, MN

### Le Grand Concours

The new Test Development Committee for the National French Contest, headed by Geneviève Delfosse, welcomes suggestions about possible modifications to the exam, starting in 2004. The committee members are interested in hearing from all colleagues across the nation. Send your suggestions to Geneviève Delfosse at E-mail: [genevieve@delfosse.com] or [gdelfoss@lan.tjhsst.edu].

## What's New in the French Review?

Vol. 76, No. 6 (May 2003)

The May issue of the *French Review* is devoted to our 76<sup>th</sup> annual Convention in Martinique. Articles include:

- "Romans des Nous: The First Person Plural and Collective Identity in Martinique" (D. Fulton);
- "La Martinique: nostalgie et splendeur dans *Le Temps des madras* de Françoise Ega" (H. Sanko);
- "Gender Identity on the Move: Gisèle Pineau's *La Grande Drive des esprits*" (B. Thomas);
- "Protean Truths: History Performance in Maryse Condé's *An Tan Revolisyon*" (D. Gaensbauer);
- "Le Rire de la grand-mère: insouciance et sérénité dans *Desirada* de Maryse Condé" (L. Moudileno);
- "Voix sexualisée au féminin dans *Moi, tituba sorcière* de Maryse Condé" (F. Ramond Jurney);
- "Les Cultes indiens en Martinique et en Guadeloupe" (S. Swami);
- "An Imaginary Adventure in Martinique for the Elementary Grades";
- "Entretien avec Gisèle Pineau" (C. Makward);
- "Entretien avec Suzanne Dracius" (J.P. Piriou);

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

### AATF PLACEMENT BUREAU

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

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$5 charge for members living outside the U.S. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [rosalba@siu.edu].

# LES ÉTUDES QUÉBÉCOISES À L'UNIVERSITÉ DE MONTRÉAL

L'Université de Montréal est un acteur important dans le domaine des études québécoises. L'Université de Montréal s'enorgueillit d'avoir mis sur pied le premier programme interdisciplinaire d'études québécoises qui s'adresse aux étudiants de premier cycle universitaire, le *Mineur en études québécoises* (CÉTUQ).

## Historique et mission de la CÉTUQ

Fondé en 1975, le Centre d'études québécoises est un lieu de documentation spécialisé en littérature québécoise. En plus des ouvrages de référence, des périodiques et des monographies, il dispose de dossiers de presse sur la littérature québécoise, la vie théâtrale montréalaise et divers autres thèmes touchant la littérature et la société québécoises. Un souci d'accessibilité a conduit à deux entreprises archivistiques importantes: le réaménagement du fonds de la Théâtrothèque, composé de dossiers de presse sur des compagnies et des productions théâtrales, de documents sonores et audiovisuels, d'affiches et de programmes de spectacles; l'établissement d'un partenariat avec le Centre de recherche en littérature québécoises (CRELIQ) de l'Université Laval, l'Union des écrivaines et écrivains québécois (UNEQ), la Bibliothèque nationale du Québec et l'Association internationale des études québécoises (AIEQ), pour la création du site Web l'Île, qui rend disponible, en ligne, plus de 900 biographies, bibliographies et dossiers de presse sur les auteurs québécois.

CÉTUQ offre annuellement un séminaire de deuxième et troisième cycles lié aux recherches en cours. Ce séminaire, qui accueille des chercheurs québécois et étrangers, constitue un creuset important pour le renouvellement des perspectives

en études québécoises.

Parallèlement à ces activités, le CÉTUQ est présent dans la cité: il participe à l'invitation annuelle d'un écrivain en résidence: Gaston Miron, Jacques Godbout, Suzanne Jacob, Hélène Dorion, Normand Charette et André Major. Le CÉTUQ organise également chaque année plusieurs rencontres littéraires: «les Lundis de la Théâtrothèque», consacrés aux dramaturges et aux différents artisans de la scène, et «les Lundis du CÉTUQ» dévolus aux autres genres littéraires. Le CÉTUQ organise également des tables rondes; il collabore à des projets culturels avec diverses institutions montréalaises.

Sur le plan des publications, la collection des «Cahiers de recherche» du CÉTUQ accueille divers documents de travail (bibliographies, théâtrographes, chronologies, index), propose des prépublications (mémoires de maîtrise ou thèses de doctorat sur la littérature québécoise) ou rassemble des travaux accomplis dans le cadre des séminaires ou des projets de recherche du Centre. Depuis 1995, la collection «Nouvelles études québécoises» a publié aux éditions Fides une dizaine d'ouvrages qui témoignent du renouvellement des voies de recherche en études québécoises.

Le CÉTUQ s'impose enfin comme un lieu de passage obligé pour les étudiants et les chercheurs étrangers. En effet, le Centre accueille chaque année plus d'une trentaine d'universitaires lors de séjours de recherche ponctuels ou prolongés, depuis les plus jeunes jusqu'aux plus chevronnés. Il entretient des rapports privilégiés avec l'Association des études québécoises (AIEQ) et avec d'autres centres de recherches s'intéressant à la littérature et à la culture québécoises, partout dans le

monde. Le CÉTUQ accorde également chaque année une bourse d'étude, la Bourse du CÉTUQ (5000\$ Can.), à un étudiant étranger, et tous les deux ans, en alternance, la Bourse postdoctorale du CÉTUQ, qui permet l'accueil d'un stagiaire postdoctoral, et la Bourse Georges-André Vachon, destinée à un étudiant de cycles supérieurs en littérature québécoise au Département d'études françaises.

Le Centre participe actuellement, conjointement avec le CRELIQ de l'Université Laval, à l'élaboration d'un regroupement interuniversitaire résolument interdisciplinaire qui répondra aux nouvelles orientations de la recherche en littérature, en musique et en histoire de l'art: théorie des réseaux, histoire culturelle, interdiscursivité. Il respecte ainsi la tradition d'excellence qui est la sienne tout en affichant son ouverture à la diversité des discours et des pratiques artistiques.

Micheline Cambron

Directrice, Université de Montréal

Courriel: [cetuq@umontreal.ca]

Web: [http://www.fas.umontreal.ca/cetuq/]

Jacques Rouillard

Responsable du programme en études québécoise

Courriel: [jacques.rouillard@umontreal.ca]

Web: [http://www.fas.umontreal.ca/meq/]

## CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, and Outstanding Teacher Awards [http://www.frenchteachers.org].

## AATF MEDALS

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

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

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

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

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

Check the Materials Center (page 50) for other promotional items.



## COLOR NOTECARDS

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



\_\_\_\_\_ sets (12 cards & envelopes) x \$10 = Total enclosed \_\_\_\_\_

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

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

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

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

## FULBRIGHT SCHOLAR PROGRAM

The Fulbright Scholar Program is offering lecturing/research awards in some 140 countries for the 2004-2005 academic year.

Opportunities are available not only for university faculty and administrators but also for professionals from business and government as well as journalists, lawyers, scientists, artists, independent scholars, and others. Traditional Fulbright awards are available from two months to an academic year or longer. A new short-term grants program—the Fulbright Senior Specialists Program—offers two-to-six-week grants in a variety of disciplines and fields.

While foreign language skills are needed in some countries, most Fulbright lecturing assignments are in English. Some 80 percent of the awards are for lecturing.

Application deadlines for 2004-2005 awards are **May 1, 2003** for Fulbright Distinguished Chair awards in Europe, Canada, and Russia, and **August 1, 2003** for Fulbright traditional lecturing and research grants worldwide. There is a rolling deadline for the Fulbright Senior Specialists Program.

For information, contact the Council for International Exchange of Scholars (CIES) at 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; Telephone: (202) 686-7877; E-mail: [apprequest@cies.iie.org]. Information and an on-line application are also available on the Web at [http://www.cies.org]. The Fulbright Scholar Program is sponsored by the US Department of State, Bureau of Educational and Cultural Affairs.

## FOREIGN LANGUAGE RESOURCE CENTERS

The Language Resource Centers (LRC) Program, authorized by Title VI of the Higher Education Act, provides grants for a small number of language resource and training centers that serve as resources to improve the national capacity to teach and learn foreign languages effectively. The activities and resources provided by the 14 language resource centers include:

- the conduct and dissemination of research on new and improved teaching methods;
- the development and dissemination of new teaching materials reflecting the use of such research;
- the development and dissemination of performance testing instruments;
- the training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies;
- a significant focus on the teaching and learning needs of the less commonly taught languages;
- the development and dissemination of resources for foreign language teachers at all levels (K-16); and
- the operation of intensive summer language institutes to train advanced foreign language students and to provide professional development for language educators.

Visit our Web site at [http://nflrc.msu.edu] for resources and initiatives on specific languages and summer professional development opportunities.

## NEW AATF AWARD: OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH

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

To qualify for the award, a student must:

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

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

The nomination form is on page 41 and is posted on the AATF Web site at [http://www.frenchteachers.org].

### MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 46 for information concerning the 3-for-1 offer for a year's free membership.*

## “NOUS SOMMES TOUS DES AMÉRICAINS”

I am writing this from Paris on October 1, 2001, more than two weeks after the horrible bombings of the World Trade Center and the Pentagon. We have not yet heard what the U.S. response will be, only that it will be...and probably soon. In the meantime, I will reflect on how this event has affected us here in Paris.

For two days, all television channels carried nothing but news concerning the terrorist strikes. Television coverage started right after a plane hit the first tower, so anyone in France who happened to be watching at that time saw everything “live” as it was happening. The written press, of course, also did massive coverage of the events. Sixteen pages of the September 12 issue of *Libération* were dedicated to the attacks, and we were moved by the September 13 headline of *Le Monde*: “Nous sommes tous Américains.” Now, of course, all the weekly news magazines have special editions with many, many photographs and much commentary.

We were completely overwhelmed by the solidarity and sympathy of the French in this terrible time. There were spontaneous church services the day following the events and others, more organized, during the rest of the week. This was in towns and villages all over France, not just in Paris. Friday noon was designated as a time for three minutes of silence for the victims. We had just come out of our bank at 12:00, and already people had stopped to honor the period of silence. Later, we saw television clips from church and public ceremonies that had taken place all over France on that day. President Jacques Chirac and Prime Minister Lionel Jospin, along with other high-ranking government officials, attended a special ecumenical service at the American Church in Paris. Notre Dame Cathedral sounded the death knell, which normally happens only when the Pope or a high-ranking cardinal dies, and bells throughout Paris rang out as well. The *Place de la Concorde*, usually snarled with traffic, was literally covered with people, heads bowed, some of them holding candles. You can't imagine the number of flowers and candles that were placed in front of the American Embassy in Paris. Almost every town of any size had a register on which people could write their messages of sympathy to families of the victims, and there were long lines to sign these. We were very touched by special ceremonies organized by the firemen of various French towns to honor their American colleagues. The firemen of Rouen and a few other cities even collected money to send to the families of the American firemen lost in the rescue efforts. One of the most beautiful ceremonies on that Friday was the one in Toulouse. It

was a large public gathering in the main square of that city, and at the end, they released white balloons to represent the souls of the deceased.

Friends, and even people who knew us casually but knew that we were American, called or e-mailed to express their sympathy and solidarity with our country in this time of crisis. One call that touched us deeply was from a woodcutter in southwestern France. He takes care of the summer home of some friends we visited this past summer and went to the trouble of calling them to get our phone number because, as he put it, “we were the only Americans he knew.”

Finally, the French seem to take pride in the fact that their president was the first head of state to visit the ruins of the World Trade Center to pay his respects to those who perished in the terrorist strikes. President Chirac visited the site even before President Bush did so.

It is strange to be here while so much is happening back home, but we are grateful for the support shown by the French government and especially by the French people.

Elizabeth Joiner  
University of South Carolina

\*Note: This text may be duplicated and disseminated freely with the permission of the author and the AATF.

### Promotional Materials

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

Check out the

- AATF Materials Center (p. 50)
- Poster series (p. 40)
- Promotional Flyers (p. 44)
- Other Promotional Items (p. 39)

## SEARCH FOR ACTFL EXECUTIVE DIRECTOR

The American Council on the Teaching of Foreign Languages is an 8000 member association with a 2.5 million dollar budget dedicated to promoting and enhancing the study of languages and culture in educational institutions at all levels. The association is presently located in Yonkers, NY and plans to relocate to Alexandria, VA in late spring 2003.

Responsibilities of the Executive Director:

- Promote the interests of ACTFL at the national level, interpret the mission to the membership, public, and potential funders;
- Provide leadership in the development and implementation of ACTFL professional services;
- Have operational responsibilities for coordinating the relocation of the association to Alexandria, VA, hiring of staff, finances, facilities, technological support, and programs.

Qualifications:

- Masters degree in related field;
- Six years of experience in a senior business management position of an association or organization. Experience in foreign language teaching and research preferred;
- Demonstrated ability to work collaboratively with constituents, members, staff, professional organizations, and government entities;
- Success in grant and development activities.

Submit a detailed cover letter with resume and salary requirements to the ACTFL Search Committee, P.O. Box 20134, Alexandria, VA 22320 or e-mail to [search@actfl.org].

## AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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



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

M., Mme/Mlle

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

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

La Secrétaire générale

## CALL FOR NCATE PROGRAM REVIEWERS FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS

As a new member of NCATE, (National Council for Accreditation of Teacher Education), ACTFL invites individuals to apply to become program reviewers. Program reviewers are trained to examine the reports and data submitted by institutions seeking NCATE accreditation for their foreign language programs. Serving in this capacity is a professional service, and there is no remuneration to reviewers or to ACTFL.

Upon successful completion of a two-day training workshop, individuals will be assigned to a three-person program review team. Reviewers would agree to participate in at least one review per semester.

**Who may apply:**

Educators from schools, universities, or colleges/departments of education, departments of languages, cultures, and literatures in a variety of institutions. Program

reviewers should reflect a range of language, ethnic and experiential backgrounds.

**Term of service:**

Three-years, renewable based on satisfactory performance and a one-day update training.

**How to apply:**

Contact ACTFL to receive an application. Complete the application form, accompanied by an abbreviated curriculum vitae outlining experience relevant to program review and/or teacher education, and two letters of recommendation that address the applicant's ability to make program judgments.

Send the completed application and accompanying material to: NCATE Program Review, ACTFL, 6 Executive Plaza, Yonkers, NY 10701.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## NEW! TWO AATF PROMOTIONAL ITEMS



### A. Forward with FLES\* Video

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

### B. *Calendrier perpétuel*

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

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

## AATF PROMOTIONAL KIT

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

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*  
\_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)  
\_\_\_\_\_ *Le Français m'ouvre le monde*  
\_\_\_\_\_ *Forward with French*  
\_\_\_\_\_ *Forward with FLES\**
- one AATF guide or FLES\* report (Please indicate your choice; select only one.)  
\_\_\_\_\_ *Calendrier perpétuel* \_\_\_\_\_ *Travel Guide*  
\_\_\_\_\_ FLES\* report (See page 50 for descriptions and titles; specify by year.)
- promotional items (Select only one.)  
\_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads  
\_\_\_\_\_ 25 *On est les meilleurs!* buttons  
\_\_\_\_\_ 25 *Forward with French* Bic pens

**Total (\$50 per kit):** \_\_\_\_\_

This entire kit is available for \$50 (postpaid). This represents a 15% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders.

---

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

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

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

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

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

# AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

## Contact Information

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

Nominating Teacher's Name: \_\_\_\_\_

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

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

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

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

Principal's Name: \_\_\_\_\_

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

1. I certify that this student is in his/her \_\_\_\_\_ year of French study (3 minimum).
2. He/she has maintained an "A" average in French and at least a "B" average overall. \_\_\_\_\_ Yes \_\_\_\_\_ No
3. He/she is a graduating senior. \_\_\_\_\_ Yes \_\_\_\_\_ No
4. He/she is a non-native speaker of French. \_\_\_\_\_ Yes \_\_\_\_\_ No
5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:  
\_\_\_\_\_ study abroad \_\_\_\_\_ Grand Concours \_\_\_\_\_ French Club \_\_\_\_\_ Officer  
\_\_\_\_\_ National French Week Other \_\_\_\_\_
6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Teacher's Signature: \_\_\_\_\_

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

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

**Amount enclosed:** \_\_\_\_\_

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

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

# AATF 2003 EXECUTIVE COUNCIL

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

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

**Christopher Pinet, Editor in Chief, *French Review* [2004]**  
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E-mail: [helenlor4@yahoo.com]

**Suzanne Hendrickson, Region IX Rep. [2005]**  
Dept. of Languages & Literatures  
Arizona State University  
Tempe, AZ 85287-0202  
E-mail: [sue.hendrickson@asu.edu]

## MARK YOUR CALENDAR! JOIN US IN ATLANTA IN 2004!

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

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

## CONVENTION INFORMATION

- ◆ Registration - see pages 9-10
- ◆ Travel & Hotel - see page 7-8
- ◆ Academic Credit - see Web
- ◆ Convention Highlights - see page 7-8

All information is on the AATF Web site at

[<http://www.frenchteachers.org>]

or available from National Headquarters. AATF Convention, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; FAX: 618-453-5733; E-mail: [akwalsh@siu.edu]

# NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2003 is “**Le français: au-delà des frontières/French Beyond Borders.**”

## ESSAY CONTEST

**Deadline:** Postmarked by **October 16, 2003.**

**Send to:** Georgette Schmidt, Jamesville Dewitt High School, Edinger Drive, Dewitt, NY 13224.

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2003. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

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

## POSTER CONTEST

**Deadline:** Postmarked by **October 16, 2003.**

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

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2003. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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

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

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

## AATF PUBLICATIONS AVAILABLE

**AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE**

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

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

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

**AATF COMMISSION ON CULTURAL COMPETENCE**

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

Prices are subject to change without notice.

## CALL FOR ARTICLES PROPOSED PUBLICATION: **PROMOTING FLES\* PROGRAMS: SUCCESS STORIES K-16**

*FLES\* includes Sequential FLES, Sequential Exploratory, Dual Language Bilingual, and Immersion*

Let us hear about how you have been successful in promoting FLES\* programs, whether you teach at any of the school and university levels: K-16. We are looking for such topics as advocacy in and beyond the classroom, funding for programs, business support, outreach community activities, demonstrating student progress, articulation, results of research, and other related topics.

**Deadline: June 15, 2003**

Please submit articles, 1000-1500 words as a Word attachment to: Dr. Gladys Lipton; E-mail: [[flstarlipton@erols.com](mailto:flstarlipton@erols.com)]. Also send hard copy to each of the editors: 1. Dr. Gladys Lipton, Director National FLES\* Institute, P.O. Box 2632, Kensington, MD 20852, and 2. Harriet Saxon, Rutherford School, 21 Carlton Place, Rutherford, NJ 07070.

## WORLD CONGRESS OF FRENCH TEACHERS

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

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

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

## NEW POSTER SERIES



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

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

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

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

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

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

# CELEBRATE NATIONAL FRENCH WEEK

## NOVEMBER 5-11, 2003




### SPECIAL OFFER: AATF FLYERS

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

\_\_\_\_\_ 100 copies of each flyer @ \$40 (a savings of \$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?* at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

## SWAAF: COLLEGIALLY AND COLLABORATION YIELD RICH REWARDS

What do you do on Saturday mornings? For the past six years a group of dynamic, enthusiastic, creative, and resourceful teachers of French have been meeting at different schools and universities in south-east Wisconsin. Three times a year, we meet at various locations to share ideas and experiences, to discuss and plan events, and to support one another in so many ways, large and small. Our meetings are quite informal (no Robert's Rules here!), and in the beginning, attendance may have just gotten above the half dozen mark a few times. Nonetheless, a real sense of purpose and necessity had been established early on, and *de bouche à oreille*, news of our meetings spread. At our most recent meeting in September 2002, about forty teachers, some from as far away as Green Bay and Lacrosse, met at Wauwatosa East High School to plan for National French Week 2002, to hear news of upcoming events and films at area schools and universities, to celebrate the 2006 AATF annual convention which will take place in Milwaukee, and to enjoy a sneak preview of Ann Line's amazing Fulbright experience in Morocco and Tunisia which she would later present at the Wisconsin Association of Foreign Language Teachers' (WAFLT) annual convention. Four hours later, we adjourned, our bags weighing heavily with the handouts from Ann, Gabrielle Verdier, Julie Rose, and Anita Alkhas and our heads buzzing with fresh ideas for the new school year. Another successful SWAAF meeting.

So what is SWAAF, and how has it become such a successful organization? Although it wasn't until March 2002 that the Southeast Academic Alliance in French became an "official" organization, the idea of such an organization was born of conversations between Gabrielle Verdier (Professor of French, University of Wisconsin-Milwaukee) and Martine Meyer (Professor Emeritus of French, University of Wisconsin-Milwaukee) in 1996. They sensed a real need for communication and networking among teachers of French in the Milwaukee area. The Wisconsin chapter of the AATF meets only once a year, during the WAFLT convention, and the *Alliance française de Milwaukee*, while strong and active, serves a wider audience than just teachers of French.

Clearly a void needed to be filled. The first meeting I attended was held on the University of Wisconsin-Milwaukee (UWM) campus in September 1997 and included university faculty from UWM, Marquette University, Mount Mary College, area

elementary, middle and high school French teachers, and representatives from the Milwaukee chapter of the *Alliance française*. As noted earlier, a clear sense of purpose was established at that very first meeting, which was to support each other while promoting the teaching of French as a world language. At our meetings, we focus on key issues that will help improve and advance our classroom instruction.

We have enjoyed several sessions dedicated to the use of technology in the classroom (Web sites, DVD, TV5, for example). We have invited guest speakers, such as the French Cultural Attaché and the Public Affairs Attaché of the *Bureau commercial du Québec*, both from Chicago, who brought with them a wealth of information and support materials for teachers.

We have welcomed university professors from other disciplines as well as community members, all of whom have shared so much. And, of course, we have been our own "guest speakers," like Ann Line, sharing our personal experiences with the goal of improving students' experiences in and out of the classroom.

Our sessions have included using film and music in the classroom, discussion of textbooks and pedagogical approaches, and oral proficiency and standards. But more than anything else, we have planned, orchestrated, sponsored or co-sponsored some amazing (and sometimes not so amazing) events.

One of our first successes was held in conjunction with the Wisconsin Sesquicentennial celebration. In Spring 1998, with support from the Wisconsin Humanities Council, the French and Quebec governments, and GE Medical, the Wisconsin French Connections Fair was held at UWM. Students from all over the southeast Wisconsin area were invited to submit projects related to French heritage in Wisconsin, which were later used to create the Wisconsin French Connections Web site [[www.uwgb.edu/wisfrench/project](http://www.uwgb.edu/wisfrench/project)]. Nearly 2000 students and teachers participated in the event, the success of which provided the momentum for French Performance Day in April 1999. Over 800 students attended and participated in a variety show held at Mount Mary College in Milwaukee, performing skits and singing songs in French.

Although less successful than the Fair, we were inspired to plan our first National French Week celebration for November 1999, which featured several concerts, films, special menus at Milwaukee area restaurants, poetry readings and an official

declaration from Mayor Norquist to plan events both large and small, with the desire of providing opportunities for students to experience French outside the classroom. For example, UWM hosts the annual French Film Festival in February, for which SWAAF members help select the films to be shown. UWM and Marquette University have welcomed guest speakers from all over the Francophone world, discussing topics ranging from the status of French as a world language to globalization in Africa. Through connections with the *Alliance française*, we have been able to bring concerts to the Milwaukee area for students and the general public.

This past year, 2002, was an exciting year for SWAAF. Due to the perseverance of Gabrielle Verdier, SWAAF became an official consortium March 26, when representatives from fifteen area schools, Mount Mary College, Marquette University and UWM, signed an agreement in an official ceremony held at UWM.

At our winter meeting, held at Nicolet High School, we celebrated the rich and diverse culture of Senegal. Professor Cheryl Ajiro-tutu (UWM) brought to life the university's Senegal study abroad program in an animated PowerPoint presentation. In addition, members of the growing Senegalese community in Milwaukee shared perspectives of their homeland through personal narratives, traditional dishes, music, and clothes. Inspired by this dynamic session, SWAAF decided to sponsor a concert featuring West African music to coincide with National French Week in November. Professor Anita Alkhas (UWM) and I worked together to write requests for AATF and WAFLT grants to help underwrite the concert. Fortunately, we received both grants, and over 650 students from as far away as Appleton, Oshkosh, and Kettle Moraine, as well as the Milwaukee area, enjoyed an interactive concert given by Lucky Diop and Ajula, held at the Milwaukee School of Languages. In addition to the outstanding West African drumming and dancing of Lucky Diop and his students, the audience was treated to a song by the second graders of the Milwaukee French Immersion School. As the concert ended, I felt an incredible sense of accomplishment and pride in being involved in such a successful organization. Watching the charming seven and eight year olds sing so proudly, and the graceful young ladies dance to the intense drums of Lucky Diop and his apprentices, I was truly amazed at how well collaboration works and how amazing the payoff can be. None of the performers on

stage had ever heard of SWAAF, but here we were all together, sharing our passion for life, for French, and for intercultural communication and appreciation through music, song, and dance.

As I consider the mission of SWAAF, to support each other while promoting French as an international language, I see the rewards of six years of collaboration and collegiality, and I am delighted. As language teachers, each of us has unique personal experiences and connections which, when brought together, have incredible potential. The synergy I witness at SWAAF meetings and events is proof of this.

SWAAF continues to grow and expand. Our February meeting, *Carnaval sur le Québec*, featured three *Québécois* SWAAF members in addition to a preview of "When Wisconsin was New France," produced by the Wisconsin Historical Society. We hope to launch our own Web site this year, and we will continue to pursue grant opportunities to provide professional development options for our members. With the help of the Wisconsin chapter of the AATF, and the Wisconsin Association of Foreign Language Teachers, in addition to all of the members of SWAAF and its charter institutions, *le français et la Francophonie* have a new presence in the Milwaukee area which I am confident will continue to grow. *À suivre...*

Margaret Schmidt Dess  
Shorewood High School

## FRENCH REVIEW NOW AVAILABLE ON LINE

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

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

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

## NATIONAL FRENCH WEEK GRANTS FOR 2003

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2003 which will take place November 5-11. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

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

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2003**. The original application materials and two copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

## AATF MEMBERSHIP DRIVE 2003

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

### How It Works

We are offering a special 3-for-1 incentive to current members to recruit new members. If the current member can get three new members to join, his or her 2003 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's pre-printed renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2003, the free membership will be applied to the next calendar year; no refunds will be made.

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

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

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

### REMINDER

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 48 to notify the AATF or send an e-mail to [[aprilcole@yahoo.com](mailto:aprilcole@yahoo.com)], AND send any address changes for *Le Français dans le monde* to [[fdlm@vuef.fr](mailto:fdlm@vuef.fr)].

# AATF TELEMATICS AND NEW TECHNOLOGIES COMMISSION SURVEY

The better to meet your needs, the Telematics and New Technologies Commission has created this survey. Please take a few minutes to answer and mail a copy of this questionnaire to Professor Michèle Magnin, University of San Diego, Founders 144, 5998 Alcalá Park, San Diego, CA 92110-2492. For further information or if you would like to join the Commission as an active member or an occasional consultant, please contact [aatftech@sandiego.edu].

1. How often do you visit the AATF Web site?  
I visit the Web site \_\_\_\_\_ time(s) per year.
2. Why do you usually visit the AATF Web site?  
( ) information – *specify please* \_\_\_\_\_  
( ) pedagogical resources  
( ) other – *specify please* \_\_\_\_\_
3. What educational technology do you or your students use for teaching and learning French?  
( ) Television ( ) Francophone films ( ) Audiocassettes ( ) Web-based research  
( ) Class Web site ( ) Instructional CD ROMs ( ) E-mail between students of different schools or countries  
( ) PowerPoint ( ) Cam recorders  
( ) Other, *please define* \_\_\_\_\_
4. Name your three favorite Web sites and your favorite sections within these sites.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4a. Do you use these sites  
for your own research \_\_\_\_\_ for class preparation \_\_\_\_\_ in class \_\_\_\_\_  
to assign homework outside of class \_\_\_\_\_ ?
5. How are you connected at work?  
( ) Modem/Dial-up ( ) DSL ( ) Cable/T1 ( ) Not connected
6. How are you connected at home?  
( ) Modem/Dial-up ( ) DSL ( ) Cable/T1 ( ) Not connected
7. Do your students participate in National French Week?  
( ) Yes ( ) Sometimes ( ) No, because \_\_\_\_\_
8. Do your students participate in the AATF Annual National French Contest (*Grand Concours*)?  
( ) Yes ( ) Sometimes ( ) No, because \_\_\_\_\_ (skip to #10)
9. Do you help your students prepare for the National French Contest using the AATF on-line resources?  
( ) Yes ( ) No, because \_\_\_\_\_
10. Do you consult the Science/Technology and Career section from the National French Week page?  
( ) Yes. I found ... \_\_\_\_\_  
( ) Will visit in the future ( ) No
11. Have you used French proverbs from the *Le Proverbe Français: Clé de la langue et de la culture*, found in the Classroom Activities of the National French Week page?  
( ) Yes ( ) No ( ) Will visit in the future
12. Did you find the Selected Software Reviews available on the *French Review* page of the AATF Web site to be  
( ) Useful ( ) I don't use software ( ) I would find it useful  
if... \_\_\_\_\_
13. Are you interested in learning how to access Web TV in your home or school as described in Technology basics page?  
( ) Yes ( ) No ( ) Already use these resources
14. Have you already used "pen pals, keypals and on-line exchange projects" as described in Pedagogical Applications?  
( ) Yes ( ) No ( ) Will try in the future
15. Did you read the "Membership Questionnaire Results 1999 - Technology Use" available on the National Headquarters page?  
( ) Yes, I thought... \_\_\_\_\_  
( ) Will visit in the future ( ) No
16. Would you be interested in accessing the responses to questions posed on the *Babillard des membres*?  
( ) Yes ( ) No, would like to find \_\_\_\_\_  
( ) Will visit in the future

17. Have you purchased from the AATF Materials Center of the AATF National Headquarters page?  
 Yes                     No, would like to find ... \_\_\_\_\_  
 Will visit in the future.
18. Why do you read the AATF Convention page?  
 I plan for the convention using this page.  
 After reading this page, I would like to attend the convention.  
 After reading this page, I would NOT like to attend the convention.  
 I don't read this page because ... \_\_\_\_\_
19. Do you meet the National Educational Technology Standards for teachers?  
 Yes                     I am working to meet these standards.                     No                     I am unaware of these standards.
20. Which technologies would you like to learn how to integrate into the classroom?  
 Television                     Francophone films                     Audiocassettes                     Web-based research  
 Classroom Web site                     Instructional CD ROMs                     E-mail between students of different schools or countries  
 PowerPoint                     Cam recorders
21. Do you have access to training for the newer technologies?  
 Yes (Specify where) \_\_\_\_\_  
 No                     I don't know.
22. What suggestions do you have for the AATF Web site? (You may use a separate page or e-mail to answer to [aatftech@sandiego.edu].

23. Name/contact \_\_\_\_\_
24. I teach at a                     public                     private institution.
25. I teach                     K-12                     college or university                     adult education

**MOVED? LET US KNOW.**

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

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City _____ State _____ Zip _____		
Old address _____		
(as it appears on mailing label)		
City _____ State _____ Zip _____		
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733; E-mail: [abrate@siu.edu].		

**SOCIÉTÉ HONORAIRE DE FRANÇAIS**

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

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

# PROMOTION IN MOTION

## PROMOTING FRENCH TO SPANISH SPEAKERS

A growing population of Spanish speakers in the U.S. provides members of the AATF with an expanding pool of potential learners of French. I teach French at a small, open enrollment university close to the Mexican border with Texas where over 66% of our students are Hispanic, and I recruit heavily from this Spanish-speaking population using the techniques described below.

I design posters that describe the family ties between the two languages: "In the family of languages, Spanish and French are sisters." As with all the posters I place around campus, I include facts such as "Beginning classes offered each semester" and provide complete contact information.

I also design flyers that explore the similarities between the two languages. One panel lists cognates such as *bien, mal, felicitaciones*, and *simpático* side by side in French and Spanish. Another panel explores similarities in grammar, for example the distinction between *saber/savoir* and *conocer/connaitre*, placement and agreement of adjectives, placement of direct and indirect object pronouns, and use of reflexive verbs. The cover of the flyer places *francès* directly above *français* and has lines that link the letters that appear in both words to reinforce the connection visually.

Every time I recruit, I distribute flyers to high school seniors, to freshmen at orientation, and to students in "university success" classes. I never miss an opportunity to say that knowing Spanish is an advantage when studying French. Merely asking students to give the Spanish for library and bookstore and then telling them the French underscores the point.

When I teach, I take every opportunity to make connections with Spanish where they exist. Since the Hispanic heritage students at my university have not necessarily formally studied Spanish but rather have acquired it informally at home, many of the connections are not obvious to them. For instance, they are not always sure of the genders of nouns. Similarly, they are not always aware at a metalinguistic level of the difference between *tú* and *usted* or of the Spanish construction for being right (*tener razón*) which parallels the French construction *avoir raison*.

A colleague of mine has taught special classes of French for Spanish speakers with a great deal of success at her high school in San Antonio. AATF member Elaine Maguire has developed materials and activities that exploit the similarities and drill the differences between the two

languages. The administration has not approved such courses at my university.

Our French Club invites the Spanish Club to plan shared activities. The Halloween celebration was a big success; students came dressed as their favorite historical or literary character. Special prizes can be presented to those who represent both cultures: Bizet's *Carmen*, for example. Students made presentations about the significance to Mexicans and to the French of November 1 and 2 when All Saints' Day and All Souls' Day are celebrated with tributes to deceased loved ones. We plan one year to host a joint celebration for *Cinco de mayo*. The French Club students will talk about the role of the French in Mexico.

Casting Hispanic heritage students' knowledge of Spanish as an advantage helps dispel the perception that French is a difficult language. Moreover, promoting French as an add-on rather than a substitute for another language is a more positive approach to the continual challenge of filling French classes at my university.

Jacqueline Thomas  
Texas A&M University at Kingsville



Le front de mer à Fort-de-France.

## NBPTS BOARD ADOPTS NEW RESOLUTIONS: LOW DEMAND CERTIFICATES ARE AMONG ITEMS ADDRESSED

In order to ensure continued access to National Board Certification for teachers in all certificate areas, the National Board for Professional Teaching Standards (NBPTS) has decided to offer, on a staggered schedule, certificates with low candidate demand. Depending upon candidate volume, certain certificates will be available on either a two- or three-year cycle. These candidates will have the same length of time to complete the process as all other National

Board candidates, according to the resolution the board of directors passed at its February 2003 meeting.

The board's resolution, "Low candidate volume certificates/specialty areas will be offered on an alternate schedule that staggers delivery on a two- or three-year cycle, as warranted by NBPTS' receipt of a sufficient number of applications" is effective beginning with candidates in the 2003-2004 cycle.

The National Board took these steps after examining a variety of solutions to address those certification areas in which there is currently low demand. The board decided that offering such certificates on an alternating schedule is a cost-effective and fiscally responsible way to ensure that the assessment process will continue to reach the overwhelming majority of the teaching profession.

"Pursuing National Board Certification provides teachers with an opportunity to put their teaching practice up against the highest standards the profession has to offer. Our well-established process is highly valued by teachers and policymakers because it requires teachers to demonstrate their content knowledge, pedagogical skills, how they work collaboratively with parents, and how all those factors combine to increase student learning. Thus, our goal as an organization is for teachers to have the greatest possible access to this process," said NBPTS Chair Barbara Kelley. "We will continue to review each of the certificate areas and increase our assessment offerings as the demand increases."

The board of directors also affirmed that this decision is not a value judgment on any subject area and is based strictly on market demand. Certificates likely to be affected are in subject areas that have a relatively small number of licensed teachers.

Details regarding which certificates will be affected by this new policy will be determined over the next several weeks and will be posted to the NBPTS Web site at [<http://www.nbpts.org>]. The demand for any newly-developed certificates not yet offered by NBPTS will be carefully analyzed before its administrative schedule is announced.

The National Board stressed that it will not compromise the rigor of its standards and assessment process, and will continue to offer the high-quality assessments that have earned the support of national organizations, elected and appointed officials, business and community leaders, and educators.

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order must accompany orders. Pictures of some items are available on the AATF Web site: [<http://www.frenchteachers.org>]. Please allow 3-4 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. *French FLES\* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
2. *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
3. *Attracting French FLES\* Students*. Gladys Lipton, Editor, 1996. \$9.00.
4. *Reaching All FLES\* Students*. Gladys Lipton, Editor, 1995. \$9.00
5. *FLES\* Methodology I*. Gladys Lipton, Editor, 1994, \$9.00.
6. *Expanding FLES\* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
7. *Evaluating FLES\* Programs*. Gladys Lipton, Editor, 1992, \$9.00.
8. *Implementing FLES\* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
9. *Innovations in FLES\* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
10. *The People Factor in FLES\* Programs*. Gladys Lipton, Editor. 1989. \$8.00.
11. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. 1988. \$7.50.

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

## PROMOTION OF FRENCH

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

*Video: Open Your World With French/Le français m'ouvre le monde* (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

*Video: Forward with French* (10 min.) Interviews with business people in NY state who use French in their work. \$15.00 (members)/\$18.00 (nonmembers)

*Video: Allons en France* (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde 1998*. \$12.00 (while supplies last).

*Travel Guide* (119 pp) gives advice for teachers planning student trips abroad or exchanges, including resources, orientation, liability, sample forms. \$12.00 (members)/\$15.00 (nonmembers).

*Guide to Support from Embassies* (62 pp) outlines sources of information from the

governmental agencies of France, Belgium, Quebec, and Switzerland. (Currently out of stock)

## PROMOTIONAL FLYERS (sample copy available on request)

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

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

## TEACHING VIDEOS

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

## MEDALS AND AWARDS

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

*Les Armes de Paris*, 32 mm bronze (from government mint in Paris) \$18.00.

*AATF medallions*, 1½ in.; blue, gold, and white cloisonné enamel; reverse side plain; two designs; please specify. Each \$5.25. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexagon, with "American Association of Teachers of French" around perimeter.

*AATF pins*, ½-in. square with letters AATF. Each \$4.00

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

## OTHER MATERIALS

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

*T-shirt: Le Français change mais ne vieillit pas*; white with blue lettering. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

**NEW!** *Posters*. Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 set of 6 only.

*AATF Certificate of Merit*. Each 15 cents.

*Tout Paris*. Full-color illustrated guide to Paris. 128 pp. \$15.00

*Paris Monumental*, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

Color postcards, set of 20 (Provence, *Châteaux*, *Cathédrales*, Bretagne, or Paris) \$6.00. Specify choice.

*AATF Coloring Book*, 16 pp. 8" x 11" for FLES\* students. \$1.00 each.

French FLES\* Stickers: "AATF, FRENCH FOR KIDS, FLES\*" in Grades K-8." 4/\$1.00.

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

*Color Notecards*: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES\* Poster Contest; blank inside. \$10.00.

*Swiss Kit*. General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$6.00 for the first copy; \$1.50 each additional copy.

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

## AATF PROMOTIONAL ITEMS

*AATF Mugs*: White with blue logo and name. Each \$6.00

*AATF Notepads: Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): Each \$1.50.

*AATF Bic Clic Pens: AATF and Forward with French* on black and red pen. 6 for \$3.00; 10 for \$5.00.

*AATF Ball-Point Pens: AATF* engraved in gold on blue marbled pen. Each \$8.00 (discounts for quantities).

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

*AATF 75<sup>th</sup> Anniversary Tote Bag*. White canvas with red/blue anniversary logo. \$8.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 5/31/03.

**NEW AATF WEB SITE**

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

# CALENDAR OF EVENTS

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

**COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO)**, May 20-24, 2003, Ottawa, Canada. Information: Web site [http://www.calico.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 4-7, 2003, La Pointe-du-Bout, Martinique. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://www.frenchteachers.org].

**THIRD INTERNATIONAL CONFERENCE ON THIRD LANGUAGE ACQUISITION AND TRILINGUALISM**, September 4-6, 2003, Tralee, Ireland. Information: Muiris O'Laoire, Department of Languages and Communication, School of Business and Social Studies, Institute of Technology, Tralee, Ireland; E-mail: [molaoire@tinet.ie]; Web: [http://www.spz.tu-darmstadt.de/projekt\_L3].

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

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 21-23, 2003, Philadelphia, PA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION**, December 27-30, 2003, location TBA. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web site: [http://www.mla.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, March 18-20, 2004, Mobile, AL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; FAX: (770) 992-3464; E-mail: [lynemcc@mindspring.com]; Web:

[www.valdosta.edu/scolt].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, March 29-April 3, 2004, Long Beach, CA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, April 1-3, 2004, Dearborn, MI. Information: CSC, Patrick Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-025; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [http://www.centralstates.cc].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**, April 5-9, 2004, San Francisco, CA. Information: AERA, 1230 17<sup>th</sup> Street, NW, Washington, DC 20036-3078. Telephone: (202) 223-9485; FAX: (202) 775-1824; Web: [www.aera.net].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, April 15-18, 2004, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

**WORLD CONGRESS OF FRENCH TEACHERS: JOINT MEETING OF THE FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 19-23, 2004, Atlanta, GA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://www.2004Atlanta.org].

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

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 18-21, 2004, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Telephone: (914) 963-8830; FAX: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [www.actfl.org].

# MEMBERS' NOTES

The article written by **Bonnie Adair-Hauck** and Richard Donato, published in *The French Review*, December 2002, entitled "The PACE Model: A Story-Based Approach to Meaning and Form for Standards-Based Language Learning," was selected for the Stephen A. Freeman Award for 2004 by the Northeast Conference on the Teaching of Foreign Languages.

This year was the pilot year for the first group of candidates for National Board Certification in World Languages. The results were announced just before Thanksgiving, and we were pleased to congratulate, in the January issue of the *National Bulletin*, AATF members who received certification. We regret that two names were inadvertently omitted from that list. AATF members **Rebecca L. Carr** and **Willa Lee Shultz** also received National Board Certification in French. Congratulations!

On February 3, 2003, at the Rond-Point Theater in Paris, **Edward Baron Turk**, Professor of French and Film Studies and an Assistant Editor for Film for the *French Review* was awarded this year's *Prix du syndicat de la critique de cinéma pour le meilleur livre* honoring his book *Marcel Carné et l'âge d'or du cinéma français* (Paris: L'Harmattan, 2002; tr. Noël Burch). This book also won a prize from the Theatre Library Association when it first appeared in English in 1989. Turk's other books include *Baroque Fiction-making* (1978) and *Hollywood Diva: A Biography of Jeanette MacDonald* (1998), which was a finalist for the Kurt Weill Foundation Prize for the best book on a subject dealing with musical theater history.

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

We hope that this information will facilitate your communication with new Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331; E-mail: [htk0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

## REMINDER: IMPORTANT DEADLINES AND DATES

May 1, 2003	Deadline for nominations for other MLA books prizes (see November issue) Deadline for Fulbright Distinguished Chair Awards (see page 37)
May 15, 2003	Deadline for hotel reservations and confirmed charter flight tickets for Martinique convention (see page 7)
June 1, 2003	Pre-registration deadline for AATF Convention in Martinique (see pages 9-10)
June 15, 2003	Deadline for applications for National French Week grants (see page 46) Deadline for submissions to the FLES* Commission Report (see page 43)
July 4-7, 2003	76 <sup>th</sup> AATF Annual Convention in Martinique (see pages 7-8)
August 1, 2003	Fulbright Award application deadline (see page 37)
October 1, 2003	Deadline for proposals for 2004 Atlanta convention (see pages 19-20)
November 5-11, 2003	5 <sup>th</sup> Annual National French Week (see pages 6, 43, 46)
November 17-21, 2003	International Education Week
August 1, 2004	Deadline for submissions for special issue of the <i>French Review</i> on Québec (see page 42)

### *Surf the Web*

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

All the latest information on:

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

## SWISS KITS AVAILABLE

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

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

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

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



AATF National Bulletin (ISSN 0883-6795)  
American Association of Teachers of French  
Mailcode 4510  
Southern Illinois University  
Carbondale, IL 62901-4510

Periodicals  
Postage Paid  
Carbondale, IL  
62901