



PROFITEZ DE LA BELLE PROVINCE LORS DU CONGRÈS DE L'AATF

Come join the AATF as we celebrate our 78th annual convention in Quebec City, July 7-10, 2005. This marks the fifth time we have met in la belle province and the third time in Quebec City itself. The convention hotel, the Hilton, is located just across the street from the historic Parliament Building, only a stone's throw from the walls of the old city. Those with south-facing windows have a magnificent view of the Citadelle and the St. Lawrence River.

The theme of the convention is "Le Français: langue de la diversité." This theme is reflective of the diversity of our profession, the varied program offerings, the many aspects of la Francophonie, as well as the wide-ranging interests of our members. We would also like to think the artist Paulette Foulem, whose beautiful painting (Métis) serves as our convention logo and will be featured on the convention tee-shirts. (Read about Paulette in the January issue of the National Bulletin).

In this issue you can consult the preliminary program and read about the wonderful sessions, workshops, activities, and excursions we have planned. Keynote speakers Jean-Benoît Nadeau and Julie Barlow will offer us their unique bicultural view of French, Canadian, and American cultures.

We received proposals from more than 250 individuals and have worked to prepare a high-quality and very diverse program with something for everyone. There will be a number of special sessions featuring authors, musicians, Past-Presidents of the AATF, National Board Certified teachers, and representatives of our Canadian and Québécois sister associations. We hope that all attendees will be able to take advan-

tage of this wonderful opportunity to make professional contacts.

We would like to offer a special thank you to the sponsors of the convention. The Ministère des Relations internationales provided a subsidy for the special May 2005 issue of the French Review and are offering six scholarships to AATF members for summer study in Québec. The FIAP Jean Monnet is sponsoring the Québec Authors' Round Table as well as the Chapter Officers' meeting and other activities. Prométour is sponsoring the badges. The Université du Québec à Chicoutimi, as they did in 1998, has organized a wonderful post-convention excursion to the Saguenay and will host participants at a reception during their stay in Chicoutimi. Voyages Tour Étudiant has organized an evening excursion for attendees. Jumpstreet

Tours, as they also did in 1998, is offering guided tours of the city. All proceeds from ticket sales will go to a Jumpstreet Scholarship for an AATF member to study in Québec in 2006. They are also organizing a number of other excursions as well. As they have for the past several years, the Service culturel de l'Ambassade de France is cosponsoring the Exhibit Opening Reception with the AATF. Finally, the University of British Columbia is also offering two scholarships to their program in Quebec City (see page 56).

We are delighted to announce that the Exhibit Hall is full, with 60 exhibitors. Never before has the hall been full so early. Please consult the 2005 Exhibitor Page on the AATF Web site and support those companies which support us. Take time during the convention to visit every booth and learn what these companies have to offer. It seems that everyone is ready to welcome American teachers to Quebec.

We would like to call your attention to the special May issue of the French Review which will focus on French-speaking

Canada. Perusing these articles will be an excellent preparation for your trip to Quebec. If you would like more reading, select one of the books by Québécois authors that will be part of the Book Club or the Authors' Round Table (see highlights on page 8).

Make your hotel reservation early (see instructions on page 21). We expect more than 650 AATF members to attend the convention. Sign up for excursions, activities, and workshops. And don't forget the AATF Welcome Luncheon and Awards Banquet (see page 21).

If you are driving from Montreal to Quebec City, take the time à l'aller ou au retour to travel the river road which will allow you to traverse the beautiful small towns and capture the many magnificent views of the St. Lawrence River. If you are a nature lover, you have only to leave the confines of Quebec City to find yourself in the midst of pristine natural parks. Whether you cross the river to the south shore, head downstream on the north coast, or head inland, the views are unspoiled and the scenery is magnificent. Bring your colleagues, your friends, and your family to enjoy an excellent convention in this spectacular locale.



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# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

If the Atlanta convention gave me a new perspective on the issues faced by French teachers internationally, my new role as President of JNCL/NCLIS offers me the opportunity to observe what is happening nationally. In the aftermath of September 11, language study is receiving unprecedented attention from lawmakers. We have the opportunity to take advantage of this interest and the fact that the public now seems to grasp the potentially disastrous consequences of America's deficiency in foreign language skills. While our intentions as educators are altruistic and focus on improving international communication and understanding, tolerance, and appreciation of other cultures, legislators tend to view the question as a matter of national security.

This is the time for us to act in order to influence positively the programs which will be put in place and to ensure that the money spent is well spent and that the expectations of lawmakers are realistic. We need to work so that the laws and regulations enacted represent what is best in the teaching of languages. As French teachers, we must see in this new found interest, a recognition that there is not one single language that is more important than others, that language needs can change rapidly and that the best way to prepare a public with real language competence or the ability to quickly acquire that competence in a given language is to ensure the survival of the study of a wide variety of foreign languages.

One of the most momentous developments to happen for languages in the U.S. is the recent creation of the "Defense Language Transformation Roadmap," a "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new military sources of foreign language expertise outside the Defense Department." Among the many recommendations are that all officers must have training in another language. This seemingly simple requirement may have truly momentous results.

A number of bills featuring or mentioning the study of other languages have been introduced in the last year, including Congressman's Rush Holt's (D-NJ) "National Security Language Act." In addition, Congress recently passed both House and Senate Resolutions for the Year of Languages. To find out more about any of these initiatives, consult the JNCL/NCLIS Web site at [www.languagepolicy.org].

Another exciting event will be a recep-

tion on Capitol Hill on May 18 in honor of the achievements of foreign language professionals. The reception is being given by Senators Thad Cochran (R-MS) and Christopher Dodd (D-CT), and attendees at the JNCL/NCLIS Delegate Assembly will be invited along with all Senators and representatives of key government agencies concerned with language issues. This event is the brainchild of Chantal Manès of the French Embassy in Washington. She brought it to me, and we worked with JNCL Executive Director J. David Edwards and Embassy Congressional Liaison Cameron Griffith to bring it about.

I would like to invite all chapters who have not yet named an advocacy representative to do so soon and to communicate that information to AATF Vice-President Robert "Tennessee Bob" Peckham [bobp@utm.edu]. The Advocacy Committee is working diligently to provide chapters with the necessary tools to promote and preserve French programs locally and to advocate for more support for the study of languages.

Jayne Abrate  
Executive Director  
[abrate@siu.edu]

**NATIONAL FRENCH WEEK  
NOV. 2-8, 2005**

## 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.

Volume 30 Number 4

**AATF NATIONAL BULLETIN**

April 2005

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206; 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 organization. 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.



As the calendar rolls over to April and May, we all think with anticipation about the summer that is waiting. For some French teachers, there is the anticipation of vacations, rest and relaxation, curriculum and course preparation, summer school, research and writing for publication, as well as various professional workshops and institutes. The one-stop destination that combines many of these summer activities leads us to Quebec for the AATF Annual Convention, July 7- 10, 2005. What does Quebec offer to French teachers this summer? In addition to using French in a French-speaking environment and enjoying street festivals, visiting historic sites, and collecting materials for classes, teachers may take along family members to extend the experiences as part of a family or personal summer vacation. Savoring Quebec's culinary delights, traveling the streets of the walled city by carriage, enjoying the Saint Lawrence and the Laurentides Mountains, and visiting museums catering to varied interests, we can linger a bit longer than the AATF Conference in Quebec.

### Variety of Sessions and Workshops

According to those who are organizing various aspects of the convention and preparing sessions and workshops for other attendees, this AATF convention certainly offers something for every member. Sessions will include numerous presentations on literature, especially Quebec literature, culture, cinema, language, music, promotion, advocacy, the work of AATF commissions, as well as teaching methodology, strategies, and techniques. A number of Canadian colleagues will participate in our conference, providing opportunities to make professional connections for ourselves and for students. The goal is to stimulate lifelong learning about the Francophone world, to encourage research and analysis, to provide tools and ideas for promoting French and for advocating for French programs,

and to offer practical support for teachers at all levels. This is an important opportunity to articulate ideas, needs, and aspirations within teaching cohorts and across our entire profession. Our future frankly depends on this constant renewal of dialogue and interaction.

### Journalists to Share Research on the French

The convention will feature two journalists from Montreal, who have published *Sixty Million Frenchmen Can't be Wrong*. The book explains the French from a Canadian point of view: Anglophone and Francophone. Their research offers some insights that have not always been well noted by American writers who have explored this fascinating topic. The authors, Jean-Benoît Nadeau and Julie Barlow, attended and presented at the AATF *Congrès mondial* in Atlanta last summer. Jane Goepper, *National Bulletin* editor, conducted an interview of the couple for an article that appears in this issue (see pp. 15-19).

### Three Initiatives to Be Featured

The AATF launched three initiatives this past year: the AATF Book Club, the *Tête-à-Tête* program, and the Advocacy Depot. These initiatives will be featured on the program as well. Myrna Delson-Karan, who directed the 2005 Book Club which focuses on Quebec literature, has organized a round table of Quebec writers in addition to her own session on the Book Club. Tennessee Bob Peckham, chair of the Advocacy Depot, and the advocacy team will present two sessions to demonstrate resources that have already been put to use and to explain the template that can be used to support French in all of our states. Suzanne Hendrickson, chair of the Articulation Commission, and Diana Regan and Jo Ellen Sandburg, chairs of the AATF mentoring program, will discuss the groundwork that has already been laid to make this initiative function at a local level.

### Music to Entertain

Music will be another focus of the conference. The Quebec Ministry of International Relations is organizing and sponsoring an evening activity for convention-goers, and David Graham, Region III Representative and aficionado of Francophone music in Canada, is coordinating a round table introducing several contemporary Quebec musicians.

### Special attractions include:

AATF Past Presidents have been invited to present or organize "Presidential Ses-

sions," and Rebecca Valette, Albert Valdman, Gladys Lipton, and Jean-Pierre Piriou have accepted that invitation.

A *grande dictée* will provide some friendly competition, *du fun*, for the participants. This is being organized by Marie-Simone Pavlovich, who organizes the annual AATF/Northwestern University *grande dictée* each February. Dr. Pavlovich took first place in the U.S. *dictée* competition and went to France in March 2004 to participate in the televised finals of *les Trophées de la langue française*, hosted by Bernard Pivot. She is collaborating with the *Dictée des Amériques* in Quebec, to present a *dictée à trous* on Friday afternoon. Winners will be announced at the AATF Delegate Assembly the following day.

Other additions to the program include a swap shop and a session focusing on the guidance and career counselor. Two speakers will each give a session that combines both the presentational and the swap shop modalities. Joyce Beckwith, AATF Promotion Commission Chair, will present ideas for the promotion of French and ask attendees to share their ideas and experiences in promotion French in their schools and communities. Irene Konyndyk, Calvin College (MI), will discuss ways to address the needs of students with disabilities in the French classroom, and conferees will share their own challenges and experiences in this area. Jim Malone, Career Counseling and Educational Planning Consultant (NY), has been invited to present a session to suggest strategies for French teachers to enhance their advocacy efforts with the guidance counseling staff and other administrators. Dr. Malone, a former teacher of German and Latin, has spent more than 30 years as a school counselor and career/college planning consultant. For the past two years, Jim has been seeing French teachers at AATF and other foreign language conferences in his role as husband of Connie Fredericks-Malone whose work with Nancy Gadbois (MA) on the work of singer Carole Fredericks has been widely publicized through our materials center.

### Making the Most of Being in Quebec

Attendees have a number of objectives in mind when they attend a national AATF convention. These include renewing friendships and establishing new acquaintances, sharing experiences and discovering possible solutions to pedagogical challenges. These objectives allow them to return to the academic scene with a bag full

of ideas, resources, and reinvigorated enthusiasm. Specific opportunities for members to network with colleagues in their regions will be provided at the Welcome Luncheon on the first day and at individual regional sessions led by the Regional Representatives. Exhibit breaks, meals, and special events offer more opportunities to fill those needs. Attendees should check the AATF Web site regularly for updates on the conference.

All members, whether or not they attend the convention in Quebec, will appreciate it through presentations at fall chapter meetings and the special May edition of the *French Review* on Francophone Canada. This edition, thoughtfully prepared by Editor Christopher Pinet and his team, and the works selected for the 2005 AATF Book Club should provide a delightful summer reading experience for all.

### Best wishes for a good summer!

As you face the challenge of ending the academic year, may thoughts of the summer that awaits you sustain your efforts and conjure up images of both professional stimulation and self-renewal. *Bonnes vacances!*

*Margot M. Steinhart*

Margot Steinhart  
President  
[m.steinhart@sbcglobal.net]

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## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-2000) 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. Information regarding J-STOR is available at [[www.jstor.org](http://www.jstor.org)].

## BOOK CLUB HAS TAKEN FLIGHT—JOIN US FOR THE RIDE

Spring is here and it's time to cultivate our garden with new intellectual pursuits. AATF chapters in many regions across the U.S. have organized successful Book Club meetings. What a pleasure it has been for teachers to read a book and discuss it with colleagues who are knowledgeable about literature! Why not plan a Book Club meeting for your chapter before coming to Quebec for the convention? Teachers are finding joy in the discovery of the great literature emanating from Quebec. There will be Book Club discussions led by experts in Quebec literature at the July convention. Analyses of these works, as well as pedagogical approaches to teaching them, will be presented. Everyone is welcome to come and share their ideas. Why not come aboard the AATF Book Club and order one of the books today!

In the January issue of the *National Bulletin*, we featured discussion questions on *Cet été qui chantait* by Gabrielle Roy. Here are some food-for-thought questions on the other two novels on the list:

*Une saison dans la vie d'Emmanuel* by Marie-Claire Blais was hailed as a masterpiece both in North America and in Western Europe when it first appeared. It received international acclaim by winning the Prix Médicis. Discovered by the critic Edmund Wilson, Blais has become an icon of Quebec literature and is considered to be one of the most important writers of our era. Here are some suggestions for discussion:

- Probably one of the most innovative and unique literary techniques used in this novel is the use of the point of view of a newborn infant in the opening chapter. Comment on how this and other techniques used by Blais enhance the artistic value of this work. i.e. her use of language, play of words, poetry, etc.
- Critics have tended to see in this work a microcosm of Quebec society. How do the basic institutions of family and religion become a source of alienation for the characters.
- How is the concept of love presented? Describe the ways the characters express this emotion. You may start with Grand-mère Antoinette, Héloïse, Jean-Le Maigre. Could Jean-Le Maigre be a portrayal of Blais herself?
- What role does the use of black humor play in this work? Would it have as much artistic value if this were not used?

For analyses of this work, see the following sources:

Robertson Davies, "A Season in the Life of Emmanuel." *New York Times Book*

*Review*, August 21, 1966, p. 28.

Edmund Wilson, Preface to *A Season in the Life of Emmanuel*. New York: Farrar, Straus and Giroux, (1966) 1980, pp. v-ix.

*Salut Galarneau* by Jacques Godbout, is the third book on Myrna's List. The year following its publication, it won the Governor General's Award. The multi-talented Godbout is a novelist, playwright, poet, and filmmaker. He occupies a quintessential place in Quebec culture. Some suggestions for your guided reading might be:

- Jacques Godbout has seen his writing as part of French literature, but more particularly as American literature in French. What evidence of American culture is found in this work?
- How does Godbout's use of language reflect Quebec society of the time? How does it add to the humor and artistry of the novel? What role does writing play in this work?
- Godbout describes the mother in *Salut Galarneau* as being "like the big actresses who danced with Fred Astaire." Compare the mother in this work to that of the mothers in other Quebec novels. e.g. *Bonheur d'occasion* or *Une saison dans la vie d'Emmanuel*, etc. How does the portrayal of the feminine condition, sexuality, reflect the evolution of Quebec society?
- What makes this work distinctively Québécois yet universal in its emotions?

For analyses of this work, see the following sources:

"Reviews of *Hail Galarneau!*" *Tamarack Review*, no. 57, Summer, 1971, pp. 86-87.

Jacques Godbout, "Literature Forms Part of the Quebec Scheme," *Ellipse*, No.6, Winter, 1971, pp. 10-11.

Each of these inexpensive books can be purchased from Exportlivre: e-mail: [[order@exportlivre.com](mailto:order@exportlivre.com)]; Fax: (450) 671-2121; Tel: (450) 671-3888. Contact persons: Colette Dupuis and Thomas Deri. Just mention when ordering that you are a member of the AATF and you will be eligible to receive a discount. Prices do not include shipping, which will vary according to the number of books ordered and their shipping destinations.

We wish you all *bonne lecture!* Please write and let us know news of your Book Club Meetings. You may also write to me for further discussion questions or for an exchange of ideas at: [[delsonkaran@yahoo.com](mailto:delsonkaran@yahoo.com)].

Myrna Delson-Karan  
Region I Representative

Vol. 30, No. 4 (April 2005)

# A TRIBUTE TO OUR AATF PLATINUM AND GOLD LEVEL SPONSORS

When the Executive Council voted to create sponsorship categories, we hoped that many of our nearly 10,000 members would be inspired to contribute to the many worthwhile projects the AATF undertakes and to the long-term health of the association.

The six individuals profiled here are representative of the profession as a whole and run the gamut from K-12 teachers to college professors. They have served the AATF as local, regional, and national officers, received AATF awards and scholarships, attended conventions and seminars, and, having benefitted personally from the network of AATF colleagues, felt compelled to give back. When added together, their years of AATF membership total 212!

**Jo Ellen Sandburg** retired after a distinguished career as a secondary teacher, but she still maintains her contacts with French through the AATF. The 1997 recipient



of the AATF Secondary Excellence in Teaching Award, Jo Ellen now shares her expertise and enthusiasm via the *Tête à Tête* mentoring project. The list of AATF activities Jo Ellen has been involved in is impressive, and she particularly cites the contacts she has made through her AATF affiliation with French government officials who subsequently came to her school to speak and support her program. She states: "It has meant having a ready network of professionals to help me improve what I can offer to my students. AATF provides hundreds of mentors and experts with whom I can discuss ideas, problems, our local program, aspirations...."

**Geraldine O'Neill** remembers the words of AATF President Jean Carduner, one of her professors, which inspired her to join the AATF. Still active in her local chapter, Jeri served two terms as Regional



Representative and organized two regional *Congrès de la Grosse Pomme*. She has

taught at all levels and recounts that one of her most memorable AATF experiences was the excitement she felt upon receiving notification that an article she had written with a colleague had been accepted for publication in the *French Review*. She says: "I have always felt that being a professional meant being a member of an organization which promoted my profession. The encouragement, support, and networking which AATF has offered has sustained me during my 40+ years of teaching."



**Mel and Cindy Yoken** can credit the AATF with introducing them. They met at the 1975 AATF convention in New Orleans and this year celebrate the 30<sup>th</sup> anniversary of that meeting and shortly thereafter 30 years of marriage. Mel recalls: "I became a life member of AATF in the 1960s, very early in my career. I knew that I would spend the rest of my life teaching French—I loved it that much then and I still do today!—and wanted to join the most important organization for French professors." They have both participated regularly in conventions and seminars, taking advantage of the opportunities to connect with colleagues and experience the French-speaking world. He declares: "My membership in AATF means a bond of solidarity and sharing ideas with the greatest group of people on this planet, French teachers."

**Gladys Lipton** served as President of the AATF and will always be remembered as the instigator of National French Week. Gladys' name is synonymous with FLES\*, and her energy and enthusiasm are behind many of the successful elementary-school French programs developed by teachers she has trained in her institute. She believes that AATF membership "...has meant working with highly knowledgeable teachers; working with leaders who have inspired me to work on AATF matters on a continuing ba-



sis, having exciting activities and events, such as National French Week, which have been on the cutting edge of the profession; networking with colleagues across the country...."



Our most recent sponsor, **April Walsh** recently retired after more than thirty years working for the AATF. She has had the opportunity to observe all the inner workings of the association. April credits former Executive Director Frank Nachtmann with urging her to join while still a student worker at AATF headquarters. One of the highlights of her association with AATF occurred when she was Assistant to the Director of the study abroad program in Rouen. She met a University of Illinois student to whom, several years earlier she had assigned a French pen pal through the AATF Bureau. She actually got to go with that student to visit the penpal. April feels that: "Paying membership dues is just a small gesture of support. You get what you put into it. I have observed first hand all of the generous support volunteered by many giving members. But I am sure that the AATF and the profession has given us all back tenfold."

In interviewing these remarkable colleagues, we asked each one what they have received by virtue of being a member and what they would say to young teachers:

"You are really missing out on some wonderful support and encouragement if you are not a member of AATF! AATF (for me) stands for Assistance, Activities, Treasures, and all things French, around the globe." —Gladys Lipton

"The friendships and professional relationships you will make through AATF will be invaluable to you and your students throughout, and even beyond, your teaching career."—Jo Ellen Sandburg

"I would tell young teachers that no other investment will bring them such value for their money than membership in AATF. They can get advice, help, realia, encouragement, ideas, support—everything a new teacher might need."—Jeri O'Neill

If you recognize yourself in these portraits, consider joining this exceptional group by becoming a Sponsor (see page 20). If you are a new teacher, we hope that these examples will inspire you.



New Volume From The AATF  
Commission on Cultural Competence

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

Marie-Christine Weidmann Koop, ed.

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

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

**SPECIAL NOTICE**

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

July 7-10, 2005,  
Quebec City



Watch for updates on our Web site:

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

*Le Français: langue  
de la diversité*



**AATF MEDALS**

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

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

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

Check the Materials Center (page 58) for other promotional items.

# MAKING YOUR VOICE HEARD IS IMPORTANT

Promotion. Public relations. Advocacy. Language policy. These terms are frequently heard at foreign language meetings, but what do they mean to you? What impact do they have on language programs in your school? More importantly, how can they help us convince decision-makers of the importance of the study of languages?

Education is a state and local issue on which the federal government has traditionally had little impact. However, we have all seen the ways in which legislation such as No Child Left Behind can affect programs, funding, teacher training, and curricular decisions at the local level. There should no longer be any doubt that federal policies can have a direct impact on the language classroom. It is up to each of us to see that the impact is a positive one.

For the first time in decades, U.S. legislators are taking a serious interest in languages. For some in Congress who have long been our champions, it is a question of a quality education to create knowledgeable citizens who can function in an ever-shrinking world. For others, it is a question of economic competitiveness. Now, for many, it is an issue of national security. Whatever the reasons, the language teaching profession needs to mobilize in order to ensure that the programs created are sound and the money spent benefits students, teachers, and communities.

While current interest in U.S. language capacity may seem sudden and alternately encouraging or worrisome, the need has been recognized for decades. Over twenty-five years ago, a Presidential Commission on Foreign Languages and International Studies (PFLIS), created by President Jimmy Carter, concluded that lack of knowledge of other languages and cultures in the U.S. was "scandalous." Among PFLIS' recommendations for addressing this situation and our nation's language inadequacies was the creation by the language and international education communities of a "Washington presence." This entity was to propose policies and represent the interests of international understanding and language competence to Congress and the federal government.

Since 1980, the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) have provided the Washington presence that the Commission recommended. JNCL is a nonprofit education association concerned with creating, developing, and implementing policies that affect languages and international studies in the U.S. NCLIS is a not-for-profit professional association, officially registered un-

der the Federal Regulation to Lobby Act, engaged in advocacy for these language policies. Together, they represent over sixty professional and scholarly associations dealing with language teaching, acquisition, research, and professional development. JNCL/NCLIS represents all languages from English to the classics, commonly and less-commonly taught languages, American Sign Language across all levels from pre-kindergarten to adults.

As the elder of the two sister organizations, JNCL acts as a coalition of associations seeking agreement on major policy concerns that impact languages. For example, the proficiency and standards movements were conceived and initiated at JNCL meetings. Without professional unity and policy agreement on fundamental issues, developed and fostered in a forum such as JNCL, it would be impossible to provide national programs or gain federal support.

The actual responsibility for turning policies into programs, projects, and funding rests with NCLIS. To cite a few examples over the last two decades, NCLIS was a major actor in the creation of the Centers for International Business Education and Research (CIBERs), the Foreign Language Assistance Program (FLAP), the National Security Education Program (NSEP), and the National Foreign Language Resource Centers (NFLRCs). These are federal programs with long and distinguished records. Other federal programs such as the Critical Languages and Area Studies Consortia and the Foreign Language Teaching Initiative have been short-term with specific agendas. On a more subtle level, our work may only involve efforts to have a sentence or phrase included in or deleted from a piece of legislation. It may seem relatively insignificant, but such efforts can, for example, determine whether language programs may receive funding under a specific program.

It is also important to note that the policy process is an ongoing, incremental endeavor that actually only just begins when Congress passes a law or an agency initiates a program. Annually, funding for programs must be passed in the form of appropriations. A program may exist in law, but if no funding is appropriated it will in fact cease to exist. Every few years, programs have to be reauthorized, and often the more visible or successful a program is, the more likely it is to be amended or changed by friend and foe alike.

The successful policy and advocacy efforts of JNCL/NCLIS have been the direct result of the unity and cooperation of its member associations. Nationally, like-

minded organizations exist to support exchanges and study abroad, the social sciences, the humanities, and international higher education and there is considerable cooperation among the organizations on a wide variety of issues. However, in order to be truly successful, there has to be grass roots organization at the state and local levels.

Those of us who have had the opportunity to participate actively in JNCL/NCLIS activities have lost our nonchalance about our inability to affect legislators' decisions. When you have established and developed a relationship with a legislative aide responsible for education policy and have seen that individual's knowledge and appreciation of the issue grow over time or when you have waited for an appointment in a Senator's outer office and heard the receptionist fielding calls about an issue or when a Congressman has called his office four times because he is late for a meeting with you and finally invites you to meet him on the steps of the Capitol because he can't be absent from an important vote long enough to return to his office, you realize that your individual voice does count. Even when the person you are talking to is hostile or, worse yet, totally uninterested, there is a job to do finding a rationale that will sway him or her or learning an important fact that will allow you to develop a better counter-argument. Teachers represent an important and educated constituency, and they have the ability to influence the opinions of colleagues, parents, and future voters. If you haven't yet recognized the importance of making your voice heard at the national level, it becomes even more clear when we address issues at the state and local level where even more crucial decisions affecting your classroom occur.

Most of JNCL/NCLIS' member associations now have advocacy committees and outreach programs. JNCL/NCLIS does its utmost to provide the initiative, the expertise, information, alerts, talking points, advocacy training and workshops to those who are advocating for languages in their state capital, to their state department of education, or to the local school board. Ultimately, however, it is the members' actions, visits, letters, calls, and involvement that makes the difference between success and failure, between thriving, well-funded programs in many languages and no program. Unfortunately, it is too often the case that teachers must advocate just to maintain the status quo or to prevent a program, even a successful one, from being eliminated. We need to redouble our efforts in these areas, as well as to create a fledg-

ling language program in a school which never before saw the need or to convince a school board to add another language to their offerings. Together, JNCL/NCLIS, its member associations, and individual member teachers have already impacted language programs in the U.S. and can continue to do so.

In the current political climate since the horrendous terrorist attacks of 9/11, foreign languages and international studies have received greater attention from the national media and policy makers than ever before. The nation may be experiencing what Congressman Rush Holt has termed a "Sputnik moment." In the late 1950s when the Soviet Union launched the first satellite, Sputnik, and America was behind in the space race, Congress created the National Defense Education Act (NDEA). NDEA was a major national effort to advance math, science, and foreign language education. Last year, the 108<sup>th</sup> Congress considered eighteen bills dealing with our national language needs, including two that were 21<sup>st</sup>-century versions of NDEA. Perhaps the 109<sup>th</sup> Congress will actually pass such legislation. Certainly, JNCL/NCLIS will be there to help.

For more information, please visit [www.languagepolicy.org].

Jayne Abrate  
President, JNCL/NCLIS

J. David Edwards  
Executive Director, JNCL/NCLIS

**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.

## DES AUTEURS QUÉBÉCOIS AU CONGRÈS DE L'AATF

Les membres de l'AATF auront le grand plaisir d'entendre des auteurs québécois renommés lors d'une séance spéciale au congrès de l'AATF en juillet. Aude, Denise Boucher et Michel Garneau liront des passages de leurs œuvres. Une période de questions suivra leurs lectures et les auteurs signeront leurs livres. Nous vous invitons à profiter de cette occasion pour faire la connaissance de ces écrivains et de leurs œuvres.

**Aude** est romancière et nouvellière. Lauréate du Prix du Gouverneur général des Arts du Canada, elle poursuit un minutieux travail d'écriture dont la critique admire la beauté formelle et saisissante. Ses trois premiers écrits sont signés du nom de Claudette Charbonneau-Tissot. Depuis 1983, tous ces livres paraissent sous le nom de plume Aude. Ce dépouillement dans le nom est reflété dans son style qui a évolué vers une écriture à la fois dense et simple et par laquelle elle communique un univers évocateur.



### Denise Boucher

est dramaturge et poète. Dans ses écrits, elle s'attache à la beauté, à l'indifférence ou à la laideur des êtres et des choses. Elle s'amuse à jouer avec les mythes



et les banalités pour les faire se rencontrer et se transcender. Elle a fait fureur avec sa pièce, *Les Fées ont soif*. Ses poèmes ont été mis en musique par le chanteur célèbre, Gerry Boulet. Elle est invitée à lire de ses œuvres aux quatre coins du monde.

### Michel Garneau

est écrivain, metteur en scène et chansonnier. Il anime également des émissions pour des chaînes radiophoniques du Québec et se consacre à l'écriture scénique et poétique. Il a reçu le Prix du Gouverneur général pour sa pièce pour enfants, *Mademoiselle Rouge*. Il exploite une langue québécoise riche et crue. Dans sa poésie, et particulièrement dans *Le Phénix de neige*, imaginaire et réalité quotidienne se mêlent, favorisant l'émotion simple.



On peut trouver des renseignements biographiques, bibliographiques et critiques sur ces trois auteurs sur le site Web de l'Île: [www.litterature.org].

Lectures suggérées:

### Aude

*Cet Imperceptible Mouvement*, roman, Montréal : XYZ Éditeurs, 1997.

*L'Enfant migrateur*, roman, Montréal : XYZ Éditeurs, 1998.

*La Chaise au fond de l'œil*, récit, Montréal : XYZ Éditeur, 1979

### Denise Boucher

*Les Fées ont soif*, pièce de théâtre. Montréal : Éditions intermède, 1979.

*À Cœur de jour*, poésie, Trois-Rivières : Écrits des forges, 1996.

*Les Divines*, pièce de théâtre, Montréal : Les Herbes rouges, 1996.

### Michel Garneau

*Le Phénix des neiges*, poésie, Montréal : VLB Éditeur, 1992.

*Mademoiselle Rouge*, pièce de théâtre, Outremont : VLB Éditeur, 1989.

*Les Petits Chevals Amoureux*, poésie, Outremont : Lanctôt, 1999.

Cette session, organisé par Myrna Delson-Karan, est présentée grâce à une subvention de l'Union des Écrivains et Écrivaines du Québec et par le FIAP Jean Monnet.

## ESPACE FRANCOPHONE

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

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

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

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

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## CALENDRIER PERPÉTUEL

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

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

Answers: 17 juillet 1976; 1<sup>er</sup> janvier 1804; 20 décembre 2001; 26 février 1802; 28 octobre 1886.

## UPCOMING AATF CONVENTIONS

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

- Quebec (July 7-10, 2005)
- Milwaukee (July 5-8, 2006)
- Baton Rouge (2007)
- Belgium (2008)

# PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

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

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

**Promotional Video: *Forward With French***

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

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

**Promotional Video: *Forward with FLES\****

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

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

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

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

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

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

\*Prices as of 3/1/05



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

<u>Quantity</u>	<u>Size</u>	<u>Cost</u>
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_____ Video @ \$15/\$18	(add an additional \$1 for XXL)	_____
_____ Open Your World / Forward with French / Forward with FLES* (please circle)		_____
_____ Travel Guide @ \$12/\$15		_____
_____ Calendrier perpétuel @ \$15/\$18		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

**TOTAL ENCLOSED** \_\_\_\_\_

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# REGIONAL REPORTS

## REGION VII: WEST CENTRAL

Region VII, one of the largest AATF regions in the U.S., had a banner year with many special activities and programs. Nine of the eleven chapters in this region reported news. Major activities in all chapters included participation in the *Grand Concours* and the *Semaine du Français*. Several officers reported that they were very pleased with the results of the *Grand Concours* this year, noting an increase in the number of students who participated as well as their achievement levels. The *Semaine du Français* continues to inspire chapters to organize special events for their members as well as for students. All chapters were involved in the promotion of French while offering special occasions to members to speak French and expand their knowledge of the French-speaking world.

Several chapters have been inspired by the *Tête à Tête* initiative to organize new programs for their members. Kansas is developing a program entitled "Deux plus un" that will link teachers throughout the state. The Iowa chapter organized a workshop to support new teachers while inspiring those more experienced. South Dakota chapter members worked together to promote French in the state through the activities of National French Week. The Chicago/Northern Illinois chapter continued their traditional National French Week activities with their annual Wine-Tasting Dinner. A plethora of outstanding activities marked that week for AATF members of the Chicago area.

Many chapters hold their annual meeting in conjunction with the state foreign language conference. The Wisconsin chapter used this opportunity to honor several outstanding educators, including Ann Line who was honored as Distinguished French Educator of Wisconsin (2004). The Minnesota chapter seized the opportunity to enjoy a French dinner where they also honored several outstanding members. The South Dakota, Iowa, Nebraska, and Kansas chapters also used the state conference in order to bring members together for both business and pleasure.

The Downstate Illinois chapter was inspired by local French history to organize a full day of visits to historic sites and festivals for chapter members and other interested French teachers. Kansas City area members enjoyed learning about Senegal, while Martinique and Haiti were the subject of a workshop sponsored by the Minnesota chapter.

Looking towards the future, the Chicago/Northern Illinois chapter has invited Jean-Noël Rey, former *Attaché culturel* in Chicago

and AATF Honorary Member, to present a workshop on May 6 and 7, 2005 (see announcement on page 47). This workshop will be a regional activity, with teachers from other chapters in Region VII invited to attend. The Wisconsin chapter is gearing up to host the annual AATF conference July 5-8, 2006, which will be held in Milwaukee. They are working very hard to promote their area with its distinct French heritage. In July 2005 we will all meet in Quebec where Ann Sunderland will host a session entitled "Region VII Rendez-vous." All officers and members of chapters in Region VII are invited to attend this session of networking and sharing.

Ann Sunderland  
Region VII Representative

## REGION VIII : SOUTHWEST

As the new Regional Representative, I am delighted to report that we have some wonderful, vibrant, and committed groups of people teaching French and making the presence of the AATF felt in our area. Congratulations, in particular, go to the New Mexico Chapter for being awarded First Place for a Small Chapter in the AATF Outstanding Chapter Award 2004.

Our members have earned their share of awards and recognition. Helen Lorenz, outgoing Regional Representative, has recently been named a *Chevalier dans l'ordre des Palmes académiques*. Joyce Lentz, Secretary/Treasurer of the New Mexico Chapter, received both the 2004 SWCOLT Excellence in Teaching—Secondary Award and the 2004 SWCOLT New Mexico Foreign Language Teacher of the Year Award. David Arcangeli (New Mexico) was the recipient of one of the AATF 2004 Summer Scholarships to Belgium, and Lorraine Leftwich (also of New Mexico) received a French Embassy Summer 2004 Scholarship to Paris. Mary Ricciardi, President of the South Texas Chapter, was selected to participate in a month-long seminar in Lyon, which was sponsored by the National Endowment for the Humanities. *Chapeau!*

At the beginning of National French Week, the North Texas Chapter teamed with the French-American Chamber of Commerce in Dallas to cosponsor the French Business Symposium, an opportunity for students to meet French executives. They also facilitated an essay contest for which scholarships totaling \$6500 were given out. While not all chapters organized chapter-wide events for National French Week, there were celebrations across the region at individual schools and universities. For example, one university organized a program of French folk dance, and a school received

a mini-grant to promote a community activity that included a meal, music, and entertainment. *Bravo!*

Both fall and spring meetings are common around the region, some of which are held in conjunction with state or regional meetings. Topics that were addressed at such meetings ranged from the political situation in the Congo, to descriptions of *stages* in which members had participated, to developing strategies for *la défense du français* and reports from national meetings. Some chapters meet additionally to plan future meetings and to set goals for the next school year.

Participation in the *Grand Concours* appears healthy. In particular, the Central Texas Chapter has something to boast about: they won the award for the largest percentage increase in the country last year and continue to grow. Some of the strategies that may explain this success are that each student who is the top scorer for each level/division gets an additional *Lauréat du chapitre* certificate, and the student with the highest score for each teacher gets a \$5 Blockbuster gift card. The Contest Administrator Jennifer Shaf, goes to in-service days for different districts, to AATF and state foreign language meetings and gives what she calls "the dog and pony show," spreading the word about the *Grand Concours* and answering teachers' questions. Jennifer believes that having a proctor/administrator in individual schools is another way to increase enrollment significantly, provided the appropriate security measures are taken.

AATF resources played a role in the success of many events throughout the southwest region. Some chapter presidents distribute materials to members ahead of National French Week, while others show the video "Open Your World with French" when nonmembers are present in the audience. Three chapters reported having received mini-grants to fund projects, which included an immersion experience for French teachers and a summer camp for 4<sup>th</sup> and 5<sup>th</sup> graders.

Not all chapters have appointed representatives from the chapter to the national initiatives on mentoring and advocacy, but North Texas has nominated Helen Lorenz to the mentoring position and Liz Tyler is their new advocacy representative. At least two chapters are participating in the Book Club set up by Myrna Delson-Karan, and the Utah Chapter has scheduled a day to discuss the first book on the list.

Some chapters organize special events.

# AATF NATIONAL COMMISSIONS

At the Rio Grande Valley French Competition (South Texas) events included a student art contest, recitation, skits, situational interaction, sight reading, French cuisine, *pétanque*, a *concours culturel*, vocal music and dance. Students from ten different high schools participated. Likewise, North Texas hosted a *Fête française*, which brought 600 students from 20 different high schools to compete in an all-day academic and cultural event. Colorado-Wyoming enjoys a nice relationship with the *Alliance française* in Denver; they jointly hosted two workshops (on grammar, Francophonie and music), and they regularly take students to concerts and other cultural events sponsored by the *Alliance*.

Each chapter faces its unique challenges (from new state regulations that prevent candy and bake sales as fund-raisers to dropping enrollments and teachers teaching too many levels). But some chapters report new French programs emerging as others struggle to continue. Some chapter presidents articulate dreams for the future: a French theater workshop for high school teachers; an immersion evening for French teachers; an excellence in teaching award at the chapter level; a petition signed by French teachers and Francophile members of the community to be delivered to a state governor who is discouraging the study of French.

While some chapters have newsletters, a couple have established or are in the process of establishing Web sites. The North Texas Chapter lists upcoming events and information about the *Fête française* at [www.forl.unt.edu/aatf], and the Central Texas Chapter's Web site can be accessed through the AATF Web site [www.frenchteachers.org] by clicking on the Chapter Officers link.

Jacqueline Thomas  
Region VIII Representative

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

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

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**NATIONAL FRENCH WEEK  
NOV. 2-8, 2005**

## 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 58

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

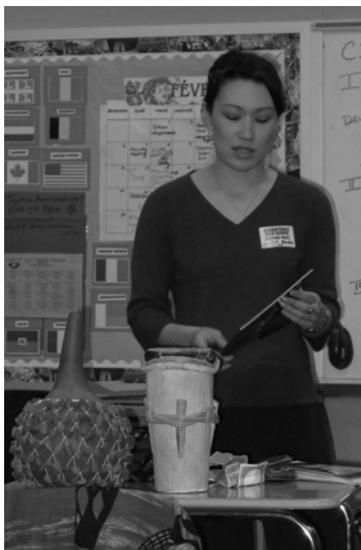
## PEACE CORPS RETURNEES BROADEN FRENCH STUDENTS' HORIZONS

During the first week of March, Peace Corps returnees shared a dialogue with Barbie Brown's French classes at Knightdale High School about French culture and diversity throughout Western Africa.

Lisa Bender taught the students about the country of Cameroon. Students learned about the role of the Peace Corps in the U.S. government and how this organization spreads the message of worldwide peace by aiding and assisting other

countries. Ms. Bender emphasized the importance of being able to converse in French during her work abroad. She also enlightened students about the diversity of the French-speaking world by sharing cultural traits and life-styles in Cameroon. During her presentation, she shared pictures and samples of traditional clothing, musical instruments, common children's stories, food and other current products, practices and perspectives of the country.

Marc Jeuland shared his experiences from his three-year assignment to Mali. Dressed in traditional ceremonial attire, he



gave a presentation in French, in which he described the similarities and differences between the various towns throughout the country. He played samples of traditional music while showing pictures of the local handmade instruments used to create the sounds. Students discovered that many countries contain a large variety of ethnic groups just like in the U.S. and that they each have their own culture, life-styles and traditions.

Barbie Brown

stated that she invited these speakers into her classroom to "illustrate the fact that French is spoken beyond the borders of France and to instill a respect for diversity." She wanted students to hear and see for themselves the importance of French in other countries and cultures.

She stated that, "Our textbooks tend to neglect French-speaking Africa and these speakers deepened their appreciation for the richness of the cultures found within this

continent."

Finally, these speakers were invited as a part of 2005 Year of Languages. The theme for February was "International Engagement." Mrs. Brown's students are members of a World Wise Classroom,\* in which they correspond regularly with a current Peace Corps volunteer through e-mail about his experiences and the culture of Mali. These speakers brought new life and meaning to this exchange and have increased student interest in the cultural traits and life-styles of Western Africa.

Barbie Brown  
Knightdale High School (NC)



\*For more information on the World Wise Schools Program, visit the Peace Corps Web site at [www.peacecorps.gov](http://www.peacecorps.gov).

## ACADEMIC CREDIT FOR ATTENDING THE 2005 CONVENTION IN QUEBEC CITY

The AATF is pleased to be able to offer 2005 Quebec City Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$110. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

### PRELIMINARY SYLLABUS

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

- Participants should plan to register for and attend the entire conference beginning Thursday, July 7 and concluding on Sunday, July 10, 2005.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday, July 10.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.

- ◆ FLES\*
- ◆ French and Francophone Cultures
- ◆ Literature
- ◆ Language Learning
- ◆ Teaching Techniques
- ◆ Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
  - 1) A summary and critique of each session;
  - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
  - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2005**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 39-40. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [[kennelly@webster.edu](mailto:kennelly@webster.edu)].

# NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2005 is "Our Francophone Heritage in the U.S./Notre patrimoine francophone aux États-Unis."

## ESSAY CONTEST

**Deadline:** Postmarked by **October 15, 2005.**

**Send to:** David Graham, 344 Trim Road, Morrisonville, NY 12962; e-mail: [davidg8809@aol.com].

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2005. 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, origi-

nality, written expression.

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

## POSTER CONTEST

**Deadline:** Postmarked by **October 15, 2005.**

**Send to:** Randa Duvick, Dept. of Foreign Languages and Literatures, Meier Hall, 1800 Chapel Drive, Valparaiso University, Valparaiso, IN 46383; e-mail: [randa.duvick@valpo.edu].

**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 2005. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the

poster. Submissions with incomplete information will not be judged.

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

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

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

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

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



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

	<b>Quantity</b>	<b>Total</b>
Bumper Stickers: <b>National French Week: November 2-8</b> [2 for \$1; 10 for \$4]	_____	_____
Pencils: <b>La Semaine du Français: du 2 au 8 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 2005-2006 promotional poster included in this issue are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @\$1.50 each.	_____	_____
<b>T-shirts</b> (blue with white logo design)	_____	_____
	T-shirts x \$10    ___ L    ___ XL	_____
	T-shirts x \$11    ___ XXL	_____
	_____	_____

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

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

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

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

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

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

# INTERVIEW WITH JULIE BARLOW AND JEAN-BENOÎT NADEAU AT THE CONGRÈS MONDIAL IN ATLANTA

Julie Barlow and Jean-Benoît Nadeau were presenters at the 2004 *Congrès mondial* in Atlanta. Knowing that they would be the keynote speakers at the upcoming *congrès* in Quebec City in July 2005, I interviewed them so that you, the readers, could get to know them a little better before meeting them in Quebec. I had intended to use initials to indicate the speakers, but it seems we are all J.B. or J.-B.N. or J.B.G. How confusing!

**Jane:** I think that our readers would like to know, particularly to begin with, about your books, *Sixty Million Frenchmen Can't Be Wrong* and also...

**Jean:** *Les Français aussi ont un Accent...*

**Julie:** *Sixty Million Frenchmen* is an analysis of the French mind-set and the structures of the country and also discusses how the country is changing. Talk about your book first and then come back to this one.

**Jean:** *Les Français aussi ont un Accent* was written before. In fact, it is the book in-between. It is the first attempt to digest the information. It is a humorous travelogue on France, on my two years in France... It's Phil Dryson-ish but a little more wacko—yes, I would say so.

**Julie:** I would say so.

**Jean:** And I play a lot in that book—it's in French—I play a lot with the humor between Quebec and France. It would be difficult to translate because the writing is between the France register and the Quebec register—so it is part of the humor of the book. Each chapter starts in a very old kind of way in which the author is doing this and trying that, and it is very unconventional. Nobody uses that any more. I don't know why people don't do it.

*Sixty Million* is a serious analysis, it is the anthropology of the French. One of our models was de Tocqueville whom we studied at the university... But it is not the same thing. You can't write a book on democracy in France. When we start—he starts from the structure of society and talks about the mentality. We go the other way—we talk about the mentality of a very old people and some of the features of their attracting to us, trusting to us. Then we talk about the structure of the society and explain why things are the way they are and how the system reinforces some of these features and corrects others.

The third part is about change and how French society is submitted to important changes—globalization being the smallest of them compared to immigration, democratization, and Europe. These are the real,

profound factors.

**Julie:** It's not a guide on how to live in France...

**Jean:** Non.

**Julie:** We do start by trying to explain, using anecdotes and historical analyses of some of the things that puzzle Americans when they go to France. Like why do the French seem so rude? Why do the French seem so tight? How the bureaucracy works.



The role of the central government in the state. How the whole system works together.

**Jean:** The reason why the book works, the reason that the public buys it, is the fact that we don't judge the French. We start from our reactions—why do we get angry when there is a subway strike, and why don't the French get angry when there is a subway strike? Why do we have to say “bonjour” when we go in the store, and why do we get angry when the grocery store is closed at lunch time and things like that? And there are reasons that explain the structures or the mentality of the French.

**Jane:** I think that basically what you are saying about how your book differs from Polly Platt's or some of the others is that, precisely, you don't tell people how to live in France.

**Jean:** Yes.

**Jane:** Are there other differences?

**Jean:** We have two inspirations that are

important. Raymonde Carrol—*Cultural Misunderstandings*—she has very good ethnology and cultural understanding, but she doesn't go further in the ethnology part. And Polly Platt. She is very much about the sociology and the anthropology of the people. It is not a sketch; it is about what is proper and what is not. There is a lot in that book, but it does not go into the political sphere.

**Julie:** She doesn't really explain why the French are the way they are.

**Jean:** So, as I said before, we take the approach of de Tocqueville but we reversed it. A good inspiration, a good book, one we forgot to mention, is *Seductive Journey* by Harvey Levenstein about American tourism in France from Benjamin Franklin to the depression. A very thorough book. It did not get as much attention as it deserved, I think. His book is a very narrow narrative of one phenomenon but very imaginative in its approach. Some people find our book very humorous. We did not think that it was meant to be funny.

**Julie:** Some people tell us it is hilarious, but we didn't mean it to be.

**Jean:** I suppose it is the register that we play between, mixing anecdotal observations, historical background, and information. There is this book I remember from when I was a university student. It was called *A Rat's Life in History*, but I don't remember the author. I remember reading it because it was a recommended reading. I was absolutely amazed at the possibility of nonfiction. The guy wrote the book on typhus and, anyway, he was mixing very well anecdotal and narrative.

**Jane:** So this is the way you came about this style that you have?

**Julie:** We're both magazine journalists so the style was influenced by magazine style. One of the skills you develop as a magazine journalist is how to make people interested in a topic. I think that's the narrative of the book, and if it doesn't follow chronological order, it's the narrative that drives the plot. That was the basis of the style but we were influenced by other popular non-fiction writing.

**Jean:** Although it's not the history of France in a chronological sense....

**Julie:** Not at all.

**Jean:** We could have also titled it “The Anatomy of the French,” a dissection of the French because we're essentially taking them apart. And something we write in the book—and I think that it is important—we

actually look at how the gears work, the gears and the pulleys and see how things articulate.

**Julie:** We were convinced that what everybody criticizes the French for, that everything really does work together—the country really does function well on the whole. And of course, I traveled a lot in Africa, in North Africa, and in Italy while we lived in France. And France really does work; it is not on the edge of disaster as the American press makes it out to be. We started with that agenda to show how it works. It is still up to the reader to decide whether it is working well or not, but that was our approach.

**Jane:** Two questions: first, how did you happen to set about writing the book? And what was the process you went through in writing it?

**Jean:** Well, we can talk about Peter Martin—the Institute of Current World Affairs of Hanover, NH—the Institute that first sent me to study the French. The Institute was founded in 1925 by Charles Crane, the son of “urinal Crane.” He was a journalist, a professor who somehow—a diplomat, an observer at the Versailles treaty—in 1925 created this foundation to better inform the American people and form a generation of young men in those years for a better understanding and management of foreign affairs. They send over 150 people to various countries. I was selected to study the French—why the French resist globalization which was a bad call because they don’t resist globalization. It was my choice of topic. One of the few obligations we have as fellows—it is a two-year fellowship—is to write newsletters every month. Letters to the director or newsletters with pictures, over a wide area of topics from the *Minitel* to their concepts of the Republic, the geography, anti-Semitism during World War II, collaboration, etc. Julie wrote as well, something about cultural differences.

**Julie:** Yes, I was working as a journalist when I was in France. I did some newsletters for the Foundation on cultural differences between Quebec and France and Canadians in France. And I was a correspondent in France writing on globalization. I wrote on World Trade Organization and the French farmer. At the end of the first year we began to feel that we had material and original insights on France so we decided to put our heads together and our hands together and write a book. We were encouraged by the Foundation.

**Jean:** The director told us that we may have something there. And it was written with four hands. It was not “Julie wrote this chapter and I wrote that chapter.” Not at all. We agreed on the general plan of the book that

was necessary for selling the book, nowadays. That is how it goes. You need a book proposal which is quite an elaborate document. Then for writing each chapter, we agreed on the plan together. Sometimes we skipped that stage, and it produced more problems than avoided them. After that one of us would write the first draft, would read it to the other, would get shot in flames. Second draft, shot in flames. Then generally it would be far enough for the other one to take it, edit, shot in flames. Edit. Then if we had had a good discussion on the plan, four readings were sufficient. If we did not discuss the plan, sometimes it took more than four. There are one or two that went up to eight! So that is how it was written. It took about five months.

**Julie:** It was a very intense five months.

**Jean:** Most of the research was already done.

**Julie:** We went into our apartment in Toronto and locked the door and wrote the book. It was very intense.

**Jean:** Did that answer the questions?

**Jane:** I think so. The next question I have really has to do with the presentation you made here in Atlanta. You were talking about “l’*éloquence*.” I was wondering, you were talking about the fact that the French are so concerned about how ideas are expressed. Do you find a difference in the concept of “l’*éloquence*,” or if not the concept, the outcome in different generations—the 60s, the 40s, the 20s? Do you see a conflict or a difference? Their idea of “l’*éloquence*”—maybe it is not even a conscious difference.

**Julie:** First of all, if you look at the French as a whole, all generations mixed up, there is definitely a strong element in the culture, and it has not been lost on younger generations by any means. But I think it is changing.

**Jean:** I think that the French, because of their culture of “*éloquence*,” tend to raise everything into a “school” very quickly. There was the *nouveau roman* which they never exploited, but they got stuck in it because it was a “school.” I think they did liberate themselves from a couple of old ideas, the *chanson*, etc. Rap is coming in and Quebec singers who sing like American singers but in French. I think they still have the “*éloquence*” to express ideas but the forms have changed. The canons are changing and will change again. And something will get stuck in a *cul-de-sac*, in a dead-end as in the *nouveau roman*. In my opinion, one of the main reasons why French literature and cinema had trouble exporting itself starting in the mid-sixties until the end of the 80s—had trouble exporting their productions—because they got stuck in the

mode of expression that nobody adopted. They were the only ones—the *nouveau roman*. You could see that in films and now they are swinging back into a mode of cinematic expression—there is a lot more narrative, telling stories—and suddenly their films are beginning to export more. It is not by chance.

**Jane:** Picking up on an idea in your book, l’ÉNA.\* Do you see a similarity between the Foundation that sponsored you and l’ÉNA?

**Jean:** I would say that they are opposites, wouldn’t you say so, Julie?

**Julie:** Yes, I would say that.

**Jean:** The foundation is pure communitarianism. It’s a protestant—structurally protestant—it’s a guy who does some things for the common good. And in France such foundations are almost forbidden. They are state-controlled.

**Julie:** The other big difference is that—I don’t mean to criticize the fellows, but they are not really chosen on their merit—academic merit in terms of testing at all. They’re chosen because the director makes these quite personal selections at the beginning and then the Board votes on the candidates. They are chosen for reasons that we don’t exactly understand.

**Jean:** They’re chosen for promise. This is a very odd concept.

**Julie:** Yes, for promise. But sometimes this means the fellows are coming from a very long way. And sometimes it means they are very advanced. It is different every time. Of course, l’ÉNA is not like that at all. It is a matter of exams.

**Jane:** I guess where I thought there was a similarity might be the fact that it is producing an elite corps eventually but starting from different principles.

**Julie:** Yes, people criticize the French for a very clear and defined elite, which they embrace very openly. It is one of the things the French embrace which the Americans do not. When we were there we heard a lot of criticism coming from Americans about the elite system, but in fact, the Ivy League schools in the U.S. work the same way—they produce an elite, and they largely produce the elite from an elite that already exists. It is possible for people who come from other socioeconomic backgrounds to end up in an Ivy League school, but the fact is that most of them come from well-off families of the elite. It is quite similar in France, even though the ÉNA is a meritocracy. The ÉNA and all the *grandes écoles*, you get into them by exams. It is possible for anyone to get into them by performing well on the exams. But of course, those who come from

poorer neighborhoods with not as good schools tend to perform less well and don't end up in the system.

**Jean:** One thing we realized in studying the French and naturally comparing them with where we come from was a constant exercise—is that all societies have the same features. They all have a consistency. All modern developing democracies have a strong free-market economy, a strong democratic system, a strong law, a strong elite, good education, a powerful culture, a foreign policy. But sometimes they will focus on one feature and not another. The French will tend to aggrandize the role of the state or their culture and diminish their economic output and not even declare publicly that they use economists. You never see in *Libération* the president of a French company being interviewed for anything but business. While in North America they have their opinion for everything. Here they have a huge state in the U.S., but it is an understated feature. Their strongly stated feature is private interests of all types including lesser, smaller, communities. That's an important feature here to the detriment of pretending that the state is not as big as it is. The French need an elite, they need to affirm it, it is vital for them to see it. The U.S. has an elite, but you have a President who belongs to it and actually gets elected by pretending he is not from that elite. And people want to believe that—they want to believe that there is no elite whereas there is one.

In France people tend to believe there is a strong elite when sometimes there is none. They will try to make one. All societies have the same features except that people like to show one and not the other, that's where it starts getting interesting.

**Jane:** I want to ask a couple of questions that the French would never ask, about you personally, your background, where you come from, your interests, how you met, how you came to work together.

**Julie:** I come from a small town called Ancaster close to a larger town called Hamilton which is a suburb of Toronto in reality, now. And there wasn't a trace of French where I grew up. There were some people with French names. I went to study at McGill University in Montreal when I was 19, and that's where I met Jean—big class, first day—our first year. And we studied together in political science which was in fact a program in the History of Ideas. Jean studied in history. I did a Master's degree in literature after that and then became a journalist. I had been writing since I was 17, and I published my first article when I was 17 or 18. I decided to go back to journalism after I had been at university long enough to

realize that was not where I wanted to be.

**Jean:** I was born. I began by being born, yes. My parents are two old crock French Canadians. I was born in Sherbrooke, east of Montreal, old Victorian town of loyalists. My parents are on Victoria Street between Wellington and King. No, sorry, between Portland and Dominion, up King and Queen and there's Wellington up there. You know, we're completely not French in its makeup. Population is French, Francophone completely, almost completely. I studied and was a good student who studied and finished my CÉGEP. And then I had trouble. I went into Civil Engineering. I was doing fine in Civil Engineering, but there was no chance I would be a good civil engineer and a good writer. So I went into Playwrights—the national theater school in Montreal, then I was kicked out and had a year and a half of drifting until I began to do journalism. I was told by an editor-in chief not to do journalism, so I went into Political Science at McGill because I was told to do it in English in order to develop my proficiency. I was a mediocre student, average, mediocre in the sense of very, very average, doing fine in political science and in the history classes that I liked, doing very badly in things that I did not like, because I was doing free-lancing throughout my studies. I was publishing in magazines throughout my thirties—which was odd because some of my professors knew that. And so I was a student, and I was publishing in magazines at such a level that they looked at me with starry eyes. And I barely finished my Bachelor of Arts. I finished in 1990, and in '90-92 I began writing in English as a journalist—that was a progression. That took a while to get started but it was the thing that allowed me to do the fellowship.

**Julie:** I started learning French when I met Jean at university and then my Master's degree. After that I learned French fairly well, I began journalism and began writing in French as well in 1995. So there were those five years when we were both writing in both languages for magazines and switching back and forth, which is the origin of the method we used to write the book—adding ideas, correcting each other's language mistakes and things like that.

**Jean:** We're accustomed to bounce things off each other.

**Julie:** We find it easier to write a book together than to renovate a house together! It's more natural for us somehow.

**Jane:** I think that can happen because it's a mode you're accustomed to working..

**Julie:** We're both happy—but we renovated the house anyway.

**Jane:** Do you have other interests—other

than writing?

**Julie:** Good question.

**Jean:** I enjoy—in terms of personal life—I do some sports like—my favorite is hiking. When I was in France that's how I met a lot of French people—simply through my hiking club. Skiing and skating, and camping, although I haven't done much camping lately. Skiing—skiing is the winter sport with skating. In summer it's cycling and hiking.

**Julie:** I like to cook and we like to have friends a lot. We cook a lot and we have dinners a lot. That's basically our social activity. We do sports a lot. I swim so I'm always in the pool. Jean calls me a polar bear. Not a very flattering image, but polar bears are really good swimmers. And we do roller-blading together. We have a favorite place that we like to go out to every day if possible when we are in Montreal which is the mountain, the Mont Royal, in the middle of Montreal. It is a *lieu de pèlerinage*, very much the place we go to relax when we are in Montreal.

**Jane:** But you actually live in Toronto?

**Julie:** No, we live in Montreal, we are back in Montreal. Toronto lasted for a year. In reality it lasted six months—when we realized we had nothing to do in Toronto. And I wasn't pleased. I went back to Toronto a little bit to go back to my own roots but realized that after 15 years living in Quebec and living in France, they weren't my roots at all. And that I didn't get it at all and I found the society there—there are very nice aspects to English Canada—but it wasn't home for me anymore. So we came back to Montreal which is, I think where we will stay even though we're hoping to be able to split our lives a bit between France and Canada and eventually between Latin America and Canada which is our long ambition. In fact, that is where we wanted to go but we ended up in France. We wanted to go to Mexico!

**Jean:** We really would like to stay six months in Mexico at one point, and hopefully one writing contract will allow me to do that. It's a country that I have always found fascinating. I discovered Mexico—I traveled there on a spelunking expedition. So I have a good knowledge of Mexico City and the countryside. My Spanish is good, quite good. But there are so many countries to see.

**Julie:** We both, by the way, love traveling, but we have different tastes in traveling. Now we're starting more to travel together. Jean has a fascination with German and Protestant cultures.

**Jean:** Yes, but I know very well Mexico and very Catholic cultures.

**Julie:** That is true. I have tended to like North Africa and Italy.

**Jean:** She's more exotic.

**Julie:** I'm more exotic. But now we're doing both together. I've learned a little bit of Arabic and Tunisian.

**Jean:** I tend more to stay at one place and return there often rather than being the butterfly going everywhere. We have recently discovered a very neat way of traveling which is by launching books in foreign markets and being invited. Our trip to the Netherlands was absolutely fascinating, because we were in contact with Dutch people and we got a good understanding of the culture in very few days there just because we were with Dutch people and talking about the situations and exchanging ideas.

**Julie:** For our next book we are going to travel in at least six or seven more countries so we are going to do a lot of traveling in North Africa, in sub-Saharan Africa, Middle East, Europe.

**Jean:** *Sixty Million Frenchmen* is being translated into Chinese right now. Cannot wait! Our bursary is from the Canadian government so—launching China, mmm. Good.

**Julie:** Japan is the other place we would love to go. We are waiting for the Japanese translation so that we can go there.

**Jean:** Our next book which is the story of French, we are hopeful to sell it to a Japanese publisher and have the opportunity of being invited to Japan.

**Jane:** Can you tell us something about your next book?

**Julie:** We are writing a book—there are many books published on the history of English and the English language. We got the idea that there was actually nothing published in English about the French language, a popular history that explains where the French language came from. We would like to show in the book why, in spite of the decline in French—because the language is, I think, the 11<sup>th</sup> in terms of numbers speaking it in the world now—why despite its decline, it remains an influential language and why as we see at this conference people are still crazy about French and a little obsessed with French. Why it is a language that has a lot of clout in the world. So we are going to write a narration this time that is chronological, starting from Charlemagne to Abdou Diouf. That's our plan.

**Jane:** You do know that French is the second language in the world in terms of official use...

**Jean and Julie:** Yes, yes, absolutely.

**Jane:** —it may be eleventh in terms of the number of speakers.

**Jean:** Yes, our idea, there is going to be some linguistics in it, but it really is the geopolitics of the language and, in our theory, a language does not spread because it's beautiful. No, it's because of vectors. Some people fear a language, a dialect with an army and a navy. Indeed, it is not just military conquests or colonialism—language is what is left after all is gone. Cars carry languages. The proof of that is in Quebec, the mechanic uses a lot of anglicisms, because there are a lot of American cars and nobody bothered to translate the books. Whereas a mechanic in France never uses an anglicism—it's very—there French terms in American cars took, if we really want to be picky about those things. So, we never complain—languages exchange words. This is not the issue. But language has become a kind of a country. Camus "Ma patrie, c'est la langue française." In fact, it was quite a good prediction of things to come. Indeed with globalization and the erosion of traditional sovereignty as we used to understand it in the Westphalian world view. Now it's language that is the frontier, and Canada is an interesting place because it is itself a frontier country between two very important languages, two very important lands.

**Julie:** There is also the spirit of the languages and the values that are attached to a language that we want to explain to readers in North America.

**Jean:** And to the French, too, because they don't understand it.

**Julie:** They don't understand it as well.

**Jean:** Two examples are the standard norms, the power of norms which is very typical of French as compared to English, the centrality of Paris and France. And of great international languages, there are five or six, depending on what you count. French is the only one where the *métropole*, the original *métropole*, has such a weight that is unique as compared to English, Spanish, Portuguese, Arabic. I wouldn't say German, nor Dutch. There are not many international languages when you come to think about it.

**Jane:** Julie mentioned two things I would like to come back to. First of all, you were talking about learning French when you met Jean, so I am wondering, do you write in French or in English? Or both?

**Julie:** I write in both languages. I write books in English, and I write magazine articles in French. I began writing magazine articles in French at a time in 1995 in Quebec as I had begun a career as a magazine journalist. I was doing quite well with English and Canadian publications in Quebec. In 1995, with the referendum in Quebec the market

for English language publications just melted, so I had nobody buying articles. And I was faced with a real dilemma in my career. I sat in a chair in our apartment and thought "What do I do?" Either I move to Toronto where I could become a regular Toronto writer, perhaps do a bit eventually on Quebec, or, I decided to think outside the box a little bit and I thought, "Why don't I just start to write in French?" At the time I didn't speak really very good French—my French has improved a lot with my writing in French—and my French writing has improved a lot since I began. My efforts at the beginning were pretty sketchy. But it has been a very interesting learning experience to switch from an English-Canadian perspective to a French-Canadian perspective. I had a friend when I was writing in English who accused me of being an English-Canadian propagandist, because I was always writing from the angle of the English readership that expected a certain story about Quebec. So part of my decision to write in French was to switch hats and to see what it was like writing from a French-Canadian perspective. That was more difficult to learn and understand than all the grammar and the language and all the finer points of writing in French. It was the mentality of the Quebec leadership that was difficult. I realize that with every type of writing you are writing with the prejudices of the culture that you are writing in. And really my friend was right in the sense that I was writing from an English-Canadian perspective, and it is as biased as the French-Canadian. Jean has had the same experience.

**Jean:** Any perspective is biased. It is interesting. But what you haven't said in your story of learning French is the fact that at the beginning we applied the system of language exchange. Every week, Monday morning, we would change language.

**Julie:** It was rigorous.

**Jean:** We began actually on a daily basis when Julie was first beginning because her French was very sketchy. And we soon realized that during those days she was waiting to yell at me. And which put me at a disadvantage. So we decided that a week system would be better because she has a fiery temper and because she would not be able to hold it and she would have to find the words. And she has found the words! And then when she began writing we shifted to a monthly system because with magazine writing sometimes you write over a week for an article after researching it for three months or two weeks. And sometimes, because of deadlines we had to write in English during the French month and vice-versa. And it was very complicated. On a monthly basis it worked better. When we

went to France, we changed our system again to English at home and French on the street. Except when we had visitors, naturally.

**Julie:** And in Toronto we spoke French at home and English on the street. No—I forgot what we did.

**Jean:** English on the street and French at home.

**Julie:** But we were never on the street in Toronto!

**Jean:** No—but it improved us. Right now in Montreal it is pretty much that we have no system.

**Julie:** It depends on who we are with—with English friends we speak English, with French friends we speak French. Actually, most of our friends are bilingual so we speak a mix of languages all the time. Now we have German and Spanish, too. It's chaotic.

**Jean:** Writing as a correspondent—it's one of the reasons we did it in France—when you are somewhere as a correspondent and you are writing for people who are not there, you have to deal with biases and assumptions that are sometimes difficult to deal with. And it is worse sometimes in crises. Which is exactly the time when the demand for information is the highest but that is where the information is the most biased and unrealistic. Any French correspondent during the Iraqi crisis had to write a lot of articles that didn't correspond to the reality but that were based on assumptions. You needed to be an extremely good journalist and influential in order to go against the bias and even then a lot of people could not get over those biases. So it is one of the main reasons why Julie began writing in French for Quebec publications. She was asked to do articles for English Canada that she considered were not reality and we could not. It is better to write a book on the French rather than articles as a matter of fact because you are setting the agenda.

**Julie:** When we wrote *Six Million Frenchmen* we mixed our perspective, and that is one of the strengths of the book, I think. Jean has a better sensibility for French culture than I, but I have a better sensibility for North American and English cultures than he does. So we could bat ideas back and forth and perspectives back and forth until we got to a satisfactory explanation for things that was not either a very biased French perspective nor a very biased English perspective. That is one of the strengths of the book.

**Jean:** Yes—we sort were sort of taking it from the pedestal and rotating it and looking at different silhouettes and making a

good picture.

**Julie:** The few criticisms that we've had have been people saying it is a very Canadian perspective of France. Sometimes they criticize us for it and sometimes they like it—that we are promoting Canadian values. We do that but we don't mean to.

**Jean:** One British journalist criticizes us on that basis that we were not severe enough on the French in his opinion, so he said we were wishy-washy Canadians.

**Julie:** But some people say we are too severe on the French.

**Jean:** Yes, some people say that. And the most severe American criticism came from one guy in the *Chicago Tribune* who said that the book was plodding, heavy.

**Julie:** But other people say that it is very interesting.

**Jean:** Someone wrote us a very long letter saying that our book was good, but he was shocked that we had spoken of the fact that the Americans were hegemonic.

**Julie:** Imperialistic.

**Jean:** Imperialistic and hegemonic. When the French were imperialistic they were openly imperialistic. The Americans never will be openly imperialistic—but Philippines, Puerto Rico, Cuba are ample proof that the Americans succumbed in the same fashion of the late 19<sup>th</sup> century when they were carving up the world. But it is not stated.

**Jane:** I know you have to leave so we will stop here. Thank you very much for your time and for sharing your thoughts. I look forward to seeing you again in Quebec City.

Jane Black Goepper, Editor

\* ÉNA = École Nationale d'Administration

## NATIONAL FRENCH WEEK NOV. 2-8, 2005

### CONVENTION INFORMATION

- ◆ Registration - pages 39-40
- ◆ Travel & Hotel - pages 21-22
- ◆ Academic Credit - page 13
- ◆ Convention Highlights - pages 21-22
- ◆ Excursions - pages 21-22
- ◆ Post-convention Excursion - page 38

All information is on the AATF Web site at

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

## NATIONAL FRENCH WEEK GRANTS FOR 2005

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2005 which will again take place November 2-8. 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, 2005**. The original application materials should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

## NATIONAL FRENCH WEEK IN DELAWARE

William Penn High School, New Castle, DE, celebrated National French Week in a big way this year. Thanks to an AATF Small Grant, we were able to realize most of our goals. Our celebration consisted of both activities in the classroom and evening activities. Our primary goals were to encourage the study of French language and French cultures, to encourage students to continue studies beyond the required first two years, and to reach out to the middle schools and the families of our students.

To begin with, the French IV students prepared lessons based upon a variety of themes. Each day of National French Week was devoted to a different theme, and the French IV students taught the lesson of the day with the support of the teacher. The students obtained permission to miss other classes in order to teach to the underclassmen. Each day had a lesson, an interactive activity or game, and a debriefing activity. The French IV students practiced their lessons with their classmates who were very supportive and gave constructive criticism. The class had so many wonderful ideas that we extended National French Week over ten days!

In addition to the themes taught by French IV, the students took part in two Web search activities. One activity had the students enter both an English site and a French site in search of information about French-speaking nations. For example, after selecting a Francophone country, the student searched for the capital, population, languages spoken, religions practiced, and unit of currency. After students selected a country or region that was of interest, they would then research the products and cuisines of that country. Ultimately, in a second Web search, the students would select a recipe from that country.

Our school also hosted two evening activities for parents, students, and school community. The students were asked to prepare the recipe that they had selected during the Web search. The students prepared dishes from France, Canada, Louisiana, Africa, and Indochina. Students, parents, family members, teachers and administrators were then invited to the *Dîner francophone*. Members of the French Honor Society and the French Club hosted the event, preparing banners and decorations. The evening of the dinner, the students served the dishes to the guests, buffet style. Students of French provided entertainment, reciting poems, singing songs, and dancing folk dances. This year over 250 people attended, and the

students were very proud of their accomplishments. Some of the parent comments included, "It's all about the kids, isn't it? It's so nice to see what they can do!" and, "The food was even better than last year. I will be back."

Students and parents were also invited to an evening of music and dance with the folk group, French Toast. The group specializes in music from Brittany and plays instruments such as the hurdy gurdy, bagpipes, and guitar. Two members of the group taught traditional French folk dances. French IV contributed by preparing crêpes for the evening (in keeping with the Breton theme). To accompany the crêpes we served apple cider and water. The only problem that I encountered was that, despite the fact that the flyer that I sent home invited parents AND students, the parents read "dance" (therefore a student event) and the students reinforced this notion by telling their parents to stay home! Nonetheless, the music was wonderful and everyone had a fabulous time! I especially appreciated seeing the students have good, clean fun, a stark contrast to our regular school dances.

When National French Week is over, I have the students complete written reflections about their experience. I then select quotes from what the students have written and include these quotes in an article (student written) for our school newspaper and also in my class newsletter that goes home to parents. I also provide information to our district's newsletter that is sent to all district residents. In post-French Week reflections the students wrote about what they learned, what they especially enjoyed, and the overall response to National French Week. The response was unanimous: the students AND the student teachers loved the activities!

Andea Lacombe  
William Penn High School (DE)

### MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 44 for information concerning the 3-for-1 offer for a year's free membership.*

## 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 several 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 2005 is deductible on your 2005 income tax return.

**AATF ANNUAL CONVENTION  
QUEBEC CITY, JULY 7-10, 2005!**

# HIGHLIGHTS OF THE 78<sup>th</sup> ANNUAL CONVENTION, JULY 7-10, 2005

## Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 13 for requirements and registration information. You may register using the Convention Registration Form.

## Hotel

The convention will take place at the Quebec Hilton which is located right across the street from the Parliament Building and at the gate to the old city. The convention rate is \$199 Can. = approximately \$159 US plus taxes. Please note that some VAT taxes on hotel rooms and nonconsumable purchases are reimbursable. Make sure you pick up the forms as you arrive or depart from Quebec. Reservations may be made by contacting the Hilton by telephone at 1-800-445-8667 or on-line at [www.hilton.com]. In both cases, the Block Code Name: AME must be given in order to obtain the convention rate. Reservations must be made no later than **June 6, 2005**.

## 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. Please check the appropriate box on the convention registration form.

## Ground Transportation

The Montreal Airport is located in Dorval at the West end of the Island. In order to transfer to Quebec City, you must make your way downtown. There is a flat rate of 32\$ Can. for a taxi ride to the bus or train station. *L'Aérobis* is the shuttle service from Montreal Airport to the Montreal Central Bus Station. Tickets for the shuttle may be purchased at the Airport ticket kiosk. The simple fare is \$13 Can. and round-trip is \$22.75 Can. For more information on schedule and fares, call (514) 842-2281. Once you are downtown, you can go to Quebec City by train (see fares and schedules at [www.viarail.com]) or bus at the Berri UQAM bus terminal (see fares and schedules at [www.oleansexpress.com]). Our contact recommends taking the shuttle to the bus terminal downtown and then transferring to Quebec on the bus. It is easier, cheaper and faster! Once you arrive in Quebec City, it is only a short taxi ride to the hotel for less than 10\$ Can.) There is no longer an additional airport departure tax. For those who plan to drive, the cost of parking at the Hilton is \$16.95/day Can. + taxes for self parking and \$18.95/day Can. + taxes for valet.

## Program Highlights

### Keynote Speakers (Thursday, July 7, 9-11 a.m.)

We are pleased to welcome Jean-Benoît Nadeau and Julie Barlow, authors of *Sixty Million Frenchmen Can't Be Wrong*, as our keynote speakers. Read Jane Goepper's interview with them on pages 15-19.

### AATF Book Club Session (Thursday, July 7)

To commemorate our first AATF Book Club, Myrna Delson-Karan has organized a panel of experts who will talk about the three recommended *Québécois* novels. See article on page 4 for more information.

### Authors' Round Table (Friday, July 8)

With support from the *Union des Écrivains et Écrivaines du Québec* and the FIAP Jean Monnet, we are pleased to offer attendees the opportunity to hear *Québécois* authors read Aude, Michael Garneau, and Denise Boucher from and discuss their works. See article on page 8.

### Music Round Table (Friday, July 8)

David Graham, with support from the *Alliance nationale de l'industrie musicale* and its President Robert Paquette, is organizing a round table of musical artists and professionals from Quebec.

### Dictée (Friday, July 8, 5:15 p.m.)

AATF member Marie-Simone Pavlovich, a finalist last year in Bernard Pivot's *Trophées de la langue française*, will organize a *dictée* for AATF convention-goers. Come try your hand at this very French discipline.

### Guest Sessions

We are pleased to offer time on the program to our sister organizations, including the *Commission Amérique du Nord de la FIPF* and its other member organizations, the *Association canadienne des professeurs d'immersion*, the *Association des professeurs de français des universités et collèges canadiens*, the *Association québécoise des enseignants de français langue seconde*, and the *Association québécoise des professeurs de français*, as well as the *Conseil de la vie française en Amérique* and the *Association internationale des études québécoises*.

### Presidential Sessions

We are honored to have the presence on the program of four Past-Presidents of the AATF. Presenting special sessions will be Rebecca Valette (1992-1994), Albert Valdman (1995-1997), Gladys Lipton (1998-2000), and Jean-Pierre Piriou (2001-2003). Watch for their special designation in the program.

## Other Activities

### Wednesday, July 6 (1:30-4:30 p.m.)

#### Workshops

We are pleased to offer four pre-convention workshops as well as three additional workshops on Sunday morning from 8:30-11:30 a.m. See the complete descriptions on page 56. Pre-registration is required.

### Thursday, July 7 (12:30-2:00 p.m.)

#### Welcome Luncheon

The Welcome Luncheon has become a popular feature of our convention. Hosted by the Regional Representatives, attendees are seated by region. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. A great way to begin the meeting. Menu: \$38 per person. (Spouses and guests welcome; pre-registration required).

### Thursday, July 11 (4:00-7:00 p.m.)

#### Exhibit Opening

Our exhibit hall, featuring over 60 exhibitors, will open from 4:00-7:00 p.m. and close with a wine and cheese reception sponsored jointly by the AATF and the Cultural Service of the French Embassy. Celebrate the ending of the first day of the convention, and see what our exhibitors and sponsors have to offer.

### Saturday, July 9 (7:00-9:00 p.m.)

#### AATF Awards Banquet

Join us to celebrate a successful convention at the AATF Awards Banquet and as we honor the achievements of our members during 2005. (\$55 per person; spouses and guests welcome; pre-registration required).

#### Excursions

### Wednesday, July 6

#### Sugar Shack

Pre-convention evening with dinner and dancing offered by Jumpstreet. Learn about the traditional activities surrounding the harvesting of maple syrup. (Pre-registration required: \$15 per person)

### Thursday, July 7

#### Beaupré Coast

Visit the oldest flour mill in North America and have a great dinner on site. You will discover the countryside and admire architecture from the past centuries on your way. You will stop at the bee museum, and the magnificent *Basilique Ste-Anne*. You will also stop at the impressive 272 foot-high *Chutes Montmorency*. Offered by *Voyages Tour Étudiant*. (Pre-registration required: \$25 per person)

### Friday, July 8 & Saturday, July 9

Jumpstreet offers a sight-seeing tour of Quebec City to see: the Plains of Abraham, Parliament, *Grande Allée*, *Château*

Frontenac, Quartier Petit Champlain, Place Royale, l'Université Laval, les Chutes Montmorency and much more! The two-hour tour will be repeated both days at different times. All proceeds from these excursions will fund scholarships for AATF members to study in Quebec in 2006. See the registration form for specific times. Spouses and guests are welcome. (Pre-registration required: \$10)

#### Friday, July 8

#### French-Canadian Legends Theatre Workshop

*La Corriveau, Joe Violon, le Loup Garou, les bûcherons de la Chasse Galerie, la dame blanche...* these are some of the beloved characters found in French-Canada's rich oral tradition. Tonight we will discuss the evolution of our French storytelling heritage and get silly as we act out the most famous stories. Sponsored by Jumpstreet Tours. (Spouses and guests are welcome. (Pre-registration required: \$15)

#### Post-convention excursions

#### Sunday, July 10, Departure 12:00 p.m.

#### Tour of l'île d'Orléans

If you pay close attention, you can still see bits of New France on the enchanting *île d'Orléans*. Join us for an afternoon visit of the island to see the seigneurial strips of land, the home of Félix Leclerc, *le manoir Mauvide-Genest* and more...(special stop at one of the many strawberry stands will be at individual expense). Sponsored by Jumpstreet Tours. Spouses and guests are welcome. (Pre-registration required: \$15)

#### Sunday, July 10

#### Visite du Saguenay

The Université du Québec à Chicoutimi is organizing a three-day post-convention excursion to the Saguenay region. See the description and registration form on page 38 for more information. Pre-registration deadline is **May 2, 2005**.

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### AATF PEN PAL BUREAU

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

### CONSEILS PÉDAGOGIQUES:

### CLASSROOM TERMS FOR TODAY'S (AMERICAN) TEACHER

Students always want a "quick fix"—in other words, a translation of an American phrase that preferably has the fewest possible number of syllables. We need to fight this tendency in order to maintain the purity of the language we teach. This purity is hard to maintain, as we want to encourage students to start talking about themselves, yet their language skills are usually not very developed, whence the appeal of the "quick fix." Do not feel you must let them use quotation marks around English phrases! You can provide them with a "quick fix" in the target language with a little help from your colleagues. As a matter of fact, to this end we are starting a forum for our own group of language teachers. At the March Alabama Humanities Foundation's French immersion workshop, the French teachers brought up several such problem expressions, and I will share my solutions with you. Please feel free to e-mail me to share other troubling phrases you would like help translating or to give even better solutions for these problem words than I am about to propose.

I choose not to go with a literal translation, because that is the kind of language that makes a composition incomprehensible to anyone other than an American high school teacher. An example of this would be *être une pomme de terre du divan* (to be a couch potato). The problem is this would mean nothing at all to the French. If the idea of studying a foreign language is communication this is *not* the way to go. It also does not address the issue of cultural differences because it does not force the American student to think about what the whole concept represents. In fact, it represents the American life-style which has created a nation of overweight youth. The idea that you go home and watch TV is foreign to European culture. So, I suggested to my French teachers that we force the Americans to address the issue: let's call it what it is in French, no euphemisms allowed. In other words, confront the student!

*Example* : «Tu veux dire végéter devant la télé?»

It even sounds good in French and will certainly be readily accepted by students because we give them an *-er* verb to use. What is more, this is slightly more exotic to them than the English equivalent because it is new. This will make them reexamine their own behavior in a subconscious way.

If I had the time to dwell on it in class, I would even have the students conjugate this expression in order to teach about verbs with a vowel and spelling change. Think what fun it would be not to repeat the verb *répéter* for a change! How about this:

*Je végète, tu végètes, il végète-  
ATTENTION- nous végétons, vous  
végétez  
et ils végètent...*

An alternative I have used instead of *végéter devant la télé* is quite simply *faire le légume*, but this is not as readily comprehensible to a native speaker and more or less presupposes knowledge of the English expression. A further piece of advice to French teachers trying to convey American phrases is that it is preferable to avoid noun phrases in favor of using verbs. In other words, *être un légume devant la télé* is just not as convincing in French as a more active verb, such as *faire le légume* or (my own preference) *végéter*. Even when you are vegetating, you are doing something in French. So encourage students to rethink their sentences. For instance, instead of wanting to say "My Dad is a couch potato" they should try to say something like "Mon papa passe des heures devant la télé."

A teacher expressed the need for a word which really defines something lacking in French culture. How could one say a "spork" in French? Of course, we always have the wise-guy student who absolutely needs such a word before handing in a written assignment. This, of course, is a neologism in English, the kind of fast-food linguistic treat we might expect at a place like McDonald's. It is relatively easy to coin a similar word in French, since it represents the combination of "spoon" and "fork." Therefore, I suggest the combination of *cuiller* and *fourchette*. Bingo: *une cuirette*.

I have a few more of my personal solutions to share with you, but how about your writing in with either problems or solutions to these problems—or both! *Et cessez de végéter devant la télé avec votre cuirette et le ravier de Taco Bell!*

Lydia Gilkey

Alabama School of Math & Science

[lgilkey@asms.net]

### REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. The 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 58 for more information.



## Des Calligrammes

The term is based on the Greek *calli* meaning “beautiful” and *gramma* meaning “writing.” Guillaume Appolinaire (1880-1918) published many poems that took on the shape of the subject rather than conform to traditional poetic structure. One of the most beautiful is entitled *Il Pleut* and the words fall down the page as rain. The French of these poems was too difficult for my students, but they were still fascinated by the form. One that was in their reach was *La Cravate* which inspired some very creative wardrobes from my middle school students.

LA CRAVATE  
 DOU  
 LOU  
 REUSE  
 QUE TU  
 PORTES  
 ET QUI T'  
 ORNE Ô CI  
 VILISÉ  
 ÔTE- TU VEUX  
 LA BIEN  
 SI RESPI  
 RER

## Guillaume Appolinaire

### Le Chapeau

ATTENTION XCMO CY LE CHAPEAU EST SENSATIONNEL!  
 C'EST PARFAIT POUR FAIRE UNE PROMENADE  
 VA TRÈS BIEN AVEC BEAUCOUP DE  
 VÊTEMENTS EN SI  
 SUPER!  
 TOUJOURS UN CHAPEAU!

-Pascal Dugoni  
 Grade Eight - Français IB

### Le Maillot de Bain (femmes)

e té,  
 n é  
 porter un  
 maillot de bain  
 vous devez

maigrir ou il  
 ne vous va pas  
 du tout.

-Yvette MacMillen  
 Grade Eight - Français IB

### Une Écharpe

Une écharpe,  
 mon écharpe à la  
 mode.  
 Elle est  
 bleue  
 blanc-  
 he et  
 rouge.  
 Une r-  
 ayure.  
 Deux r-  
 ayures.  
 Trois r-  
 ayures.  
 |||||

-Jean Potter  
 Grade Eight - Français IB

### Le Maillot de Bain (homme)

Quand je vais à la plage, souvent  
 Je nage. Quand il fait beau, je nage  
 Dans l'eau. En été, vous mettez un  
 maillot de bain écossais? J'en  
 ai mis un à pois plusieurs fois,  
 mais il n'allait pas avec mes  
 lunettes de soleil. Maintenant je  
 porte un maillot de bain vert  
 quand je vais à la mer.

-Alexandre Boyd  
 Grade Eight - Français IB

## La Pictographie

For my younger students we took the same idea, but did not insist on an actual attempt at poetry. Rather, this became an unusual device for reviewing clothing. The students chose an article of clothing (underwear was not off limits!) and they needed simply to portray it with the repetition of the word. Repetition was never so painless!

DES LUNETTES DES LUNETTES DES LUNETTES DES LUNETTES DES LUNETTES  
 DES LUNETTES DES LUNETTES DES LUNETTES DES LUNETTES DES LUNETTES

Elizabeth Miller  
 Crystal Springs Uplands School (CA)

# AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

## Contact Information

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

Nominating Teacher's Name: \_\_\_\_\_

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

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

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

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

Principal's Name: \_\_\_\_\_

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

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

\_\_\_\_\_ study abroad      \_\_\_\_\_ *Grand Concours*      \_\_\_\_\_ French Club      \_\_\_\_\_ Officer  
\_\_\_\_\_ National French Week      \_\_\_\_\_ Société honoraire      Other \_\_\_\_\_

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

Teacher's Signature: \_\_\_\_\_

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

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

**Amount enclosed:** \_\_\_\_\_

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org].

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

# 78<sup>ÈME</sup> CONGRÈS ANNUEL DE L'AATF

## PROGRAMME PRÉLIMINAIRE

Le programme qui suit constitue une version abrégée des sessions proposées. Vous trouverez le texte complet des résumés ainsi que tous les renseignements les plus à jour en ligne à [www.frenchteachers.org]. Vous trouverez ci-dessous les indications des jours de présentation, mais ces déterminations ne sont que provisoires. Vérifiez en ligne le programme final.

### Sessions: le jeudi 7 juillet

**Conférence plénière:** La conférence plénière sera donnée par les journalistes Jean-Benoît Nadeau et Julie Barlow, auteurs de *Sixty Million Frenchmen Can't Be Wrong*. Voir l'interview avec eux aux pages 15-19.

**E1101: The AIM Method of Teaching French with Hand Gestures, Drama, Music, and Dance**

**Wendy Maxwell, Sylvia Duckworth, and Edite Sammons**, AIM Language Learning

Participants will learn about the revolutionary **Gesture Approach** to teaching French which was created by teacher Wendy Maxwell. Presenters will demonstrate how drama, puppetry, songs, dances, and creative storywriting contextualize vocabulary taught through gestures.

**S1102: Le Conte au Québec: hier, aujourd'hui et demain**

**Jean Ouedraogo**, SUNY-Plattsburgh

Les intervenants alliant la théorie à leur pratique de la parole conteuse se proposent d'explorer cette donnée incontournable de la culture québécoise traditionnelle aussi bien que contemporaine. Le conte dans son itinéraire interpelle de par son effet baliseur en inscrivant les péripéties de la société elle-même dans sa démarche.

**S1103: Regards sur le français des affaires: stratégies de développement, d'intégration et de progrès**

**Michel Gueldry**, Monterey Institute of International Studies (CA), **Hervé De Fontenay**, McGill University (Canada), and **William Thompson**, University of Memphis

Les intervenants examineront le décloisonnement de la notion traditionnelle de français des affaires et son intégration dans les communications de nature professionnelle; des exemples concrets montrant l'importance économique de la France; et la situation actuelle de la discipline et des notions sur son avenir pour les besoins des enseignants et le développement de ressources.

**S1104: Inauguration of the AATF Book Club: An Encounter with Quebec Literature**

**Myrna Delson-Karan**, Fordham University (NY), **Edith Biegler Vandervoort**, University of Texas Pan American, and **Raymond Pelletier**, University of Maine

This session will feature a discussion of three classic works in Quebec literature: *Cet été qui chantait* by Gabrielle Roy, *Salut Galarneau!* by Jacques Godbout, and *Une saison dans la vie d'Emmanuel* by Marie-Claire Blais. The presenters will briefly analyze the works and give ideas for teaching them. Audience participation will be encouraged.

**E1105: The Prevention and Correction of Errors in French: an Exciting New Resource**

**Cher Harvey**, Sound Language Solutions

Teachers deal with error correction every day! An exciting new resource offers professional development for teachers on error correction strategies and helps students increase proficiency in French.

**S1106: Vues sur la littérature francophone**

**Situating Identities: Régine Robin's *L'Immense Fatigue des pierres***

**Mary Jean Green**, Dartmouth College (NH)

Moving beyond the simple equation of identity with region or nation, Régine Robin's short story collection, *L'Immense Fatigue des pierres*, works out problems of history, memory and identity associated with the postmodern condition. Characters meet in airport transit lounges and communicate through international chatrooms on the Web.

**Vers une nouvelle sensibilité masculine? Amours et ruptures dans trois romans québécois contemporains**

**Kelly-Anne Maddox**, Thompson Rivers University

Basée sur les théories des relations interpersonnelles de Taylor et de Ricœur, cette communication portera sur l'amour et la rupture au masculin dans la littérature québécoise contemporaine. L'intervenante explorera l'identité masculine vis-à-vis de l'autre ainsi que la recherche d'une nouvelle identité autonome qui survient après la perte de l'autre.

**What a Difference a Day Makes:**

**Representing Algerian Immigrants After 9/11**

**Jane Moss**, Colby College (ME)

The presenter will explore the dramatic representation of the experience of recent Muslim immigrants and discuss how the events of September 11 make the representation and the process of integration more difficult. In doing background research on Algerian immigrants in Montreal while focusing on the documentary play, *Montréal, la blanche*, by Bachir Bensaddek, it became clear that it was necessary to compare Bensaddek's post-9/11 play to the pre-9/11 film by Denis Chouinard, *L'Ange de goudron*.

**S1109: Résistance et sauvetage pendant la Seconde Guerre mondiale et descriptions des visites et des entretiens**

**Cindy Yoken**, University of Massachusetts-Dartmouth, **Mary Ellen Kasak-Saxler**, Stillwater Area High School (MN), **Francine Pfeffer**, **Bruce Burgess**, **Jennifer Tormey**, and **Anna Girin**

Fourteen K-12 teachers gathered in Lyon at the *Centre de l'Histoire de la Résistance et de la Déportation* in July 2004. Participants report on survivors whom they interviewed and on the nature of the NEH summer seminar abroad under the direction of Susan Redd and Simon Sibelman.

**C1110: Professional Interdisciplinary Masters Degrees: Wave of the Future?**

**Patricia Cummins**, Virginia Commonwealth University

The Council of Graduate Schools and the Ford Foundation funded an AATF Survey on Professional Masters degrees. New professional masters degrees prepare graduates for employment with government organizations, nonprofit associations, businesses, and schools. Session will bring together program directors, college teachers, school teachers, and potential employers in order to match programs and needs.

**S1112: Le Petit Prince: Véhicule de motivation**

**Jeannette V. Matatics**, Exeter High School (NH)

Quelques techniques pédagogiques qui vont métamorphoser les étudiants de spectateurs indolents en participants motivés. Le professeur disparaît dans les coulisses tandis que les étudiants deviennent le centre du savoir en

s'engageant dans l'étude du *Petit Prince*, culminant dans la création d'un projet.

**S1201: Chantons et Dansons! Improving Oral Proficiency and Knowledge of Cultural Diversity Through Song and Dance**

**Gay Rawson**, Concordia College (MN)

This session explores ways to incorporate Concordia Language Village songs, dances, and immersion techniques into a traditional classroom. First-year students' oral proficiency was measurably improved, and they developed greater cultural understanding. Learn more about how these techniques might work in your classroom!

**S1202: European France, French Europe: Demythifying France in the American Classroom**

**Irene Finel-Honigman**, Columbia University (NY)

A cultural and socio-historical perspective of the shifts in French politics, identity, and stereotypes within the "new" Europe of 25. The session will be a presentation and discussion of how to teach France in Europe, U.S.-French relations, and the present challenges facing French in the U.S.

**S1203: The Saigon-Paris Connection and the Case For Marguerite Duras's and Linda Lê's Narrators as Colonized Exiles**

**Nancy Kelly**, Boston College (MA)

Manifestations of exile in Duras's and Lê's novels are similar, although the authors appear to start from different points. The "French" writer Duras, raised in Indochina, does not belong fully to the canon. Lê, displaced from Vietnam to France, straddles the categories of Francophone and French.

**G1204: Le Canada français et l'Ouest américain**

**Peter Heffernan**, Association canadienne des professeurs d'immersion (ACPI)

L'Ouest américain est souvent reconnu pour ses cowboys et ses hors-la-loi à la hollywoodienne. La présence espagnole est aussi évoquée. On n'a aucune impression d'une influence française significative. Or, il y a des évidences démontrant clairement que l'Ouest américain et la Francophonie ont des rapports étroits de première importance.

**S1206 : Working with School Counselors and Other Members of the Academic Community to Support the Study of Second Language**

**James Malone**, Career Counseling and Educational Planning Consultant (NY)

Competing interests, bureaucratic is-

ues, competitive college entrance requirements and cultural insensitivities frequently discourage students from pursuing second language study. This session will present strategies to help teachers work with school counselors, administrators, and other members of the school community to promote second language study.

**C1207: French Berets to the Rescue! A New Plan of Attack for Mentors, Mentees, and Colleagues Together**

**Suzanne Hendrickson**, Arizona State University, **Jo Ellen Sandburg**, AATF, and **Diana Regan**, La Salle University (PA)

Are you feeling alone? Running out of ideas? Desiring to share your expertise with a colleague? The *Tête à Tête* teacher-to-teacher mentoring program is for you! Program coordinators will discuss the goals and procedures of this initiative, colleagues currently working together will talk about their experiences, and you will learn how you can become involved.

**S1209: La Francophonie in an Intermediate French Course**

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

Using examples from Québec, this presentation will describe integrated, standards-based lessons, based on authentic materials, along with appropriate assessment, using a film and a Web site and a selection from Yves Beauchemin.

**C1210: AATF Commission On Community Colleges**

**Denise McCracken**, St. Charles Community College (MO)

French has become "endangered" at many community colleges as budget cuts, adjunct-only programs, and the emergence of Spanish prevail. This session will provide a forum to discuss problems and concerns and to share positive experiences, success stories and ideas for building and maintaining a French program at the community college level.

**S1212: Formulating an Individual Professional Development Plan**

**Stephanie Schechner**, Widener University

French teachers may find themselves professionally isolated. This session will help participants develop a professional development plan that will enhance connections with colleagues at other institutions. Topics will include: assessing skills, applying for international *stages*, continuing course work, and making the most of professional organizations.

**S1301: French Projects Across the Curriculum**

**Kathryn Wixon**, Muhlenberg College (PA)

In two separate projects: (1) intermediate French students completed a semester-long career study involving the college placement office and library; (2) composition students developed questions to interview faculty with French language experience in different disciplines, then wrote up their interviews in indirect discourse for class presentations.

**S1303: Enseigner avec la BD: Agrippine et la langue ordinaire**

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

La bande dessinée *Agrippine* de Bretecher peut être un outil efficace de découverte du français ordinaire et de l'importance de la gestuelle. Elle permet une sensibilisation ludique et motivante des étudiants aux caractéristiques principales des échanges conversationnels et au registre de la langue parlée.

**E1304: Memory and Language Acquisition**

**Maurice Hazan**, Symtalk Publishing

Participants will discover a unique approach to teaching a foreign language using symbols to accelerate encoding, storage, and retrieval of the information. The creator will talk about memory acquisition and demonstrate how Symtalk materials allow students to communicate immediately in meaningful sentences.

**S1305: Regional Rounds-ups**

The nine regional representatives will host members of their chapters where participants are invited to meet each other and to discuss their chapters' strengths, opportunities, and challenges.

**S1307: Qu'est-ce que l'Arabofrancophonie?**

**Mohammed Hirchi** and **Mary Vogl**, Colorado State University

On s'interrogera sur les liens étroits entre la langue française et la langue arabe à travers le concept de «l'Arabofrancophonie». On parlera des liens historiques, culturels et linguistiques des pays francophones et des pays arabophones.

**S1308: The Role of JNCL/NCLIS in Language Policy**

**J. David Edwards**, Joint National Committee for Languages/National Council for Languages and International Studies

The presenter will talk about the role of the 60 member organizations of JNCL/NCLIS in shaping language policy at the national level and in lobbying for increased support for the study of languages at all levels.

**S1310: La Culture francophone portable, ou comment repenser le programme des cours de langue**

**Karen Thrasher and Florence Ramond Journey**, Gettysburg College (PA)

Cette communication vise à présenter comment on peut créer des unités de culture francophone homogènes et suivies sur plusieurs chapitres et les appliquer à tout manuel.

**C1312: Middle School Materials: Final Preview!**

**Janel Lafond-Paquin**, Rogers High School (RI), Présidente de la Commission

Calling all middle school teachers! Last chance to preview and make suggestions to materials that have been prepared for your level before they go national. Any suggestions made will be duly noted and you will be considered "reviewers."

**Sessions: le vendredi 8 juillet**

**E2101: Using New Technologies in The French Classroom**

**Stéphane Derône**, Linguascope

Tired of juggling with flashcards, transparencies, audio and video tapes? Looking for new ways to liven up your lessons and stimulate your students? This session will look at original strategies to motivate students through the use of new technologies. Discover how to use multimedia resources from the Internet to make learning language more relevant.

**S2102: Techniques ludiques pour enseigner la prononciation**

**Linda Quinn Allen**, Iowa State University

La conférencière présentera des jeux qui peuvent être utilisés pour enseigner la prononciation. L'auditoire apprendra des jeux tels que calembours, devinettes, poèmes, devises et d'autres allusions. Les enseignants pourront mettre en œuvre les jeux avec leurs propres élèves.

**S2103: What's Hot Off the Press: National Commission on French for Business and Economic Purposes**

**William Thompson**, University of Memphis, and **Eileen Angelini**, Philadelphia University (PA)

This session will present a CD-ROM of materials for the teaching of business French, a project supported by the Commission. Information includes textbooks for classroom use, works on French business culture, dictionaries, audiovisual aids and programs, Web sites, as well as pedagogical aids.

**E2104: France under the German Occupation through Literature and Film**

**Joanne Silver**, Beach Lloyd Publishers, LLC, and **Barbara P. Barnett**, Agnes Irwin School (PA)

"France under the German Occupation through Literature and Film." Materials  
Vol. 30, No. 4 (April 2005)

include testimonies from a French Holocaust survivor, the story of a Hidden Child in Southern France, and the memoirs of a young Frenchman who lived through the War in Normandy.

**S2106: Walking in his Shoes: A Translator's Journey into the World of Félix Leclerc**

**Patti Marxsen**, Boston Research Center for the 21<sup>st</sup> Century (MA)

Félix Leclerc is among Québec's most beloved musical/literary figures of the 20<sup>th</sup> century. This session will address the personal joys and linguistic and cultural challenges of the first English translation of his coming-of-age memoir, *Pieds nus dans l'aube*.

**S2107: Le Français: la langue de la diversité et des questions sociales dans le monde francophone**

**Barbara Zaun**, North Allegany High School (PA), and **Tammy Wubbenhorst**, Voorhees High School (NJ)

Cette session vise les questions sociales dans la salle de classe. Divers thèmes seront présentés avec des textes, films et chansons qui aident le développement des idées. Les idées pour la discussion, des projets et des activités pratiques seront fournies pour bien exprimer cette idéale.

**S2108: Using Electronic Texts to Teach Literature Courses**

**Milton Alan Turner**, Saint Ignatius High School (OH)

This session will demonstrate the use of electronic texts of the public domain works on the AP French Literature Required Reading List and explain the advantages and pitfalls the presenter and his students have encountered using e-books over the last three years.

**S2110: Le Grand Concours**

**Geneviève Delfosse**, Thomas Jefferson High School for Science and Technology

Le Grand Concours permet à tous les élèves de mesurer leur connaissance de la langue à tous les niveaux, du niveau 01 au niveau 5. Le Concours motive les élèves et les encourage à continuer l'étude de la langue. Venez vous informer ou bien pour partager votre expérience et vos recommandations.

**S2112: Accents in French Composition: The Incidental Effects of Technology**

**Carolyn Gascoigne**, University of Nebraska at Omaha

This presentation offers findings from a study comparing the effects of keyboarding—specifically, the additional steps needed to insert accents in a computerized writing environment—to the pen-and-pa-

per application of diacritics in French. Results will be useful to teachers at all levels, especially instructors of composition and/or those employing technology.

**S2201: Sainly Assassins and Noble Criminals? Charles-Louis Philippe and the Aesthetic of Crime in fin-de-siècle France**

**Brian Arganbright**, Transylvania University

The presenter will discuss the *fait divers* of the working-class novelist Philippe within the context of crime and violence during the turbulent 1890s in France. He will analyze Philippe's provocative statements concerning the *beau combat* of the criminal and the *belle propagande* of the assassin.

**S2202: Logistique de l'enquête-sondage en français**

**S. Pascale Vergereau-Dewey**, Kutztown University of Pennsylvania

Quand les cours de conversation sont supprimés il demeure possible d'y substituer un projet motivant: transformer l'apprenant en journaliste-enquêteur qui sert aussi d'ambassadeurs pour ouvrir la classe de français sur l'extérieur. Chaque étudiant prend rendez-vous avec un professeur d'une autre discipline, puis doit aller interviewer cette personne sur le vif. L'intervenante partagera la mise sur pied et les résultats.

**S2203: Sur la réalité: Reflections on Contemporary French-Canadian Poetry Mary Anne O'Neil**, Whitman College (WA)

The contemporary French-Canadian writer Christine Dumitriu-Van Saanen is a philosophical poet in the tradition of Paul Valéry. Her *Sur la réalité: réflexions en marge d'un monde* seeks a definition of reality for the 21<sup>st</sup> century that takes into account the subjective human consciousness, the natural world, and cyberspace.

**S2204: Catholics and Protestants Protecting Jews during the Holocaust**

**Clara Krug**, Georgia Southern University

In 1940, German occupiers and the Vichy Regime began to arrest foreign Jews. As the war continued, both governments also arrested French Jews. This session focuses on the staff of a Catholic school and the citizens of a Protestant community who risked death to help Jewish strangers.

**S2205: Fidélité et trahison dans Jean de Florette de Claude Berri**

**Thierry Léger**, Kennesaw State University

Analyse des choix cinématographiques de Berri qui trahissent l'œuvre

de Pagnol en présentant une Provence idéalisée par un homme de la ville, comparable à celle de Jean de Florette, alors que Pagnol a écrit son roman comme «un gars du pays».

**S2206: The Portrayal of the Father in *La Mémoire de l'eau* by Ying Chen**

Virginia Donovan, Ohio State University

In her novel *La Mémoire de l'eau*, Ying Chen paints a rather favorable portrait of fathers as capable of fulfilling their traditional roles. Through this portrayal and the elements of migrant writing, she demonstrates the otherness of the migrant experience but also suggests hope of a common ground.

**S2207: Yann Queffélec et le démon de midi**

Dominique Thevenin, University of Wisconsin-Eau Claire

Cette communication analysera les derniers romans de Queffélec où deux couples voient leur amour fortement ébranlé par des événements allant d'un banal adultère et à un sordide acte de lâcheté pendant la Seconde Guerre mondiale.

**S2209: Utilisation d'Internet pour la recherche d'informations: pratiques et perceptions d'un groupe d'étudiants en études françaises**

Marilyn Lambert-Drache, York University (Canada)

Cette communication s'intéresse à mieux cerner les comportements des étudiants quant à l'utilisation d'Internet pour la recherche d'informations de nature académique. On se penchera, d'une part, sur les perceptions que les étudiants ont et des ressources disponibles et, d'autre part, sur la façon dont les étudiants procèdent pour trouver les informations dont ils ont besoin.

**S2210: Le CVFA, un organisme à redécouvrir en Francophonie nord-américaine**

Jean-Louis Desrochers, Conseil de la vie française en Amérique (CVFA)

L'exposé fera brièvement état du rôle joué par le CVFA pour le développement des communautés de langue et de culture françaises. Par la suite seront passées en revue diverses activités du CVFA pour finalement attirer l'attention sur deux grands dossiers: le projet de création d'un Centre de la Francophonie nord-américaine et celui de la mise en place éventuelle d'une politique ou de programmes du Québec vis-à-vis les communautés franco-états-uniennes.

**S2211: Articulating Difference in Guibert and Kushner**

Clara Orban, DePaul University (IL)

American and French authors approach sexual difference in contrasting ways. Many American authors advocate political activism to combat homophobia. French authors often explore sexual difference through textual liberation. The presenter contrasts *Angels in America* to *À l'ami qui ne m'a pas sauvé la vie* to explore these cultural contrasts.

**S2212: Accueillir un stagiaire dans sa classe**

André Beaudin, Université Laval (Québec)

Les étudiants inscrits au programme de formation des enseignants en français langue seconde ou étrangère de l'université Laval sont invités à effectuer un stage d'enseignement à l'extérieur du Québec. Ces stages permettent aux étudiants/es de vivre et d'enseigner dans un milieu où, la langue française est une langue seconde ou étrangère.

**S2301: Engendering Nationalism in the *Marseillaise* scenes in *Grande Illusion* and *Casablanca***

Edward Benson, University of Connecticut

Remember the "Marseillaise" in *Casablanca*? Even when France was a fallen ally rather than a mere foil from old Europe, why would Hollywood choose the French anthem to evoke nationalism? Similarly, why was the performance of the anthem in *Grande Illusion* initiated by a British POW in drag? Relevant portions of both films will be screened and discussed.

**S2302: French-Language of Diversity: What About Students with Learning Disabilities?**

Irene Konyndyk, Calvin College (MI)

Students with learning disabilities often have difficulty in French classes. This "Swap Shop" will discuss how to work effectively with such students. Participants will share their experiences in teaching French to struggling students. The speaker will conclude with a presentation that demonstrates parts of an alternative instructional method.

**S2303: Authentic Tasks as a Meaningful and Relevant Framework for Teaching Contemporary Francophone Culture**

Marat E. Sanatulloev, Wichita State University (KS), and Elvira Sanatullova-Allison, Concordia University (NE)

This presentation will explore the selection of authentic tasks, their sequencing, complexity, interconnectedness, and interdisciplinary nature in the context of teaching contemporary Francophone culture. Integration of technologies, four language skills, realia, and authentic assessment is highlighted and classroom

applications and implementations, adaptability and age-/proficiency-level as well as implications for action research are shared.

**S2304: Teaching Francophone Culture and Literature with Film**

Tama Engelking, Cleveland State University (OH), and Camilla Krone, The College of Saint Benedict (MN)

This session demonstrates how film can contextualize the teaching of Francophone culture and literature. It pairs two films with two different texts. The first, from the Maghreb, focuses on Islam; the second, from Senegal, examines the issues of women's education and polygamy. The presenters will use film clips, handouts, and audience participation.

**E2305: Technologie éducative et exploitation pédagogique d'un chef d'œuvre cinématographique dans un cours de français**

Linda de Serres, Association québécoise des enseignants de français langue seconde (AQEFLS)

Cherchez-vous une exploitation pédagogique intégrative, innovante et dynamique? Devez-vous relever le défi de la diversité auprès de multi-niveaux? Venez constater et vivre «l'effet catalyseur» du film *Le Fabuleux Destin d'Amélie Poulain* sur les plans socio-culturel, langagier et moral, dans un scénario pédagogique où s'enchaînent lecture, écriture, compréhension, production.

**S2307: Séance de lectures par des auteurs québécois**

Denise Boucher, Aude et Michel Garneau liront des passages de leurs œuvres. Une période de questions suivront leurs lectures animée par Myrna Delson Karan, Fordham University (NY).

**S2308: Advocacy Depot: Building Tomorrow's Language Advocacy Centers with Lessons from Today's Crises**

Robert Peckham, University of Tennessee at Martin, Joyce Beckwith, Wilmington Public Schools (MA), Barbara Ransford, Camden-Fairview High School (AR), Brenda Benzin, Buffalo State College (NY), and Jacqueline Thomas, Texas A&M University-Kingsville

The difference between promotion and advocacy, the variety of crises producing advocacy needs, differences between school districts, district profiling strategies, mobilizing allies inside and outside a school district, harnessing and systematizing advocacy strategies, elements for centralization, regional modularization and local use, progress toward an AATF-sponsored national advocacy system.

**S2309: Four Decades of Observing**

## French Culture

**Alice Strange**, Southeast Missouri State University

The years from 1965–2005 have seen far-reaching changes in France. This session surveys cultural developments via this teacher's slides taken over a forty-year period, a personal documentation of cultural evolution in France.

**S2310: French Creole in the Lesser Antilles: a Case of Language Death in the Making?**

**Charles L. Pooser**, University of Louisville

The presenter will address the status of French Creole in Martinique and Guadeloupe, where the politico-social pressure to use French is strongly felt. The presentation will include a critical examination of official documents along with different forms of media, including data from a study of public images of Creole.

**S2311: Grammar Instruction as Structured Input: An Alternative to Drills for the French Classroom**

**Wynne Wong**, The Ohio State University, **Andrew Farley**, University of Notre Dame (IN), and **Bill VanPatten**, University of Illinois at Chicago

This session will introduce participants to and give hands on experience with a psycholinguistically motivated type of grammar practice called structured input, an alternative to drills for developing learner grammatical competence. Participants will learn to write activities and sample lessons will be given in French.

**S2401: Digital Story Telling on Haitian Art and Poetry**

**Nicole Vaget**, Mount Holyoke College (MA)

A multimedia presentation using digital story telling technique for a pluridisciplinary project in Haitian history, literature, and art. This project demonstrates an innovative and effective use of technology. A DVD was created using iMovie, and additional software to process images and sound.

**S2402: François Cheng: sa vie et ses œuvres dans la salle de classe**

**Laura du Plooy** and **Margaret Marshall**, Southeastern Louisiana University

François Cheng, nouveau membre de l'Académie française, a écrit plus de 28 livres. Ces œuvres plongent le lecteur dans le monde chinois, surtout son art, sa philosophie et son histoire. En tirant des exemples de ses romans, les intervenantes donneront des idées pour utiliser cette littérature dans les cours.

**S2404: Un Conte merveilleux et politisé: À l'attaque! de Robert Guédiguian**

**Edward Ousselin**, Western Washington

University

À travers les difficultés d'un garage marseillais et de ceux qui y travaillent, *A l'attaque!* représente le pari de réaliser un film politique sous la forme d'un conte merveilleux sur riches et pauvres, gentils et méchants, tout en permettant à l'auteur, par le biais d'une mise en abîme, de participer à son film, d'en montrer les variantes au gré de sa fantaisie.

**S2405: Teaching Diversity: French Colonial Expansion and its Legacy**

**J. Debbie Mann**, Southern Illinois University Edwardsville

This session focuses on teaching the diversity of French language and culture through a university-level general education course covering French colonization and its policy of cultural assimilation, the decolonization experience and especially the cultural and ethnic diversity which characterize France today. Syllabus, resource list, and bibliography provided.

**E2406: Quebec-A Cultural Adventure**

**Karen Traynor**, Tralco-Lingo Fun (Canada)

This session will help you raise the cultural awareness of your students. The presenter will highlight ways to bring *Québécois* culture into your classroom using short reading passages, DVD's, and authentic cultural and resource materials. See Quebec in summer and at Carnaval. Participants will receive classroom-ready handouts and an opportunity to win a DVD package on Quebec.

**S2408: Denys Arcand, maître du cinéma québécois**

**David Graham**, Clinton Community College (NY)

La figure la plus importante dans le cinéma québécois est le réalisateur Denys Arcand. Arcand représente une figure incontournable dans le cinéma du Québec. Les participants visionneront des extraits du *Déclin de l'empire américain*, de *Jésus de Montréal* et des *Invasions barbares*.

**S2409: Enseigner le français par la mode: l'héroïne de L'Amant et Coco Chanel**

**Thomas Broden**, Purdue University (IN)

Par des images commentées, on verra comment les vêtements que portent l'héroïne et le héros de *L'Amant* les définissent par rapport aux indigènes indochinois. L'héroïne tente de mimer la mode "garçonne" métropolitaine comme le héros se présente comme un parfait élégant européen. Des photocopies et des sites Internet permettront aux enseignants de présenter une version de cette communication dans leurs propres cours à des fins d'apprentissage du vocabulaire et de

l'histoire culturelle.

**S2410: Un goût du Québec**

**Valérie Fielding**, University of Alberta

Cette communication traite de la problématique d'une première approche de la littérature québécoise adaptée aux niveaux divers d'étudiants intermédiaires d'immersion ou de français langue seconde/étrangère. Suivant des considérations pédagogiques, littéraires et culturelles elle s'adresse aux professeurs qui s'intéressent à offrir un cours intermédiaire de langue française par l'étude de nouvelles d'auteurs québécois bien connus.

**S2411: The New Woman/la femme nouvelle: féminisation du langage et influences américaines**

**Gabrielle Saint-Yves**, Université Laval (Québec)

Dans la première revue canadienne-française féminine, *Le Coin du feu*, on voit émerger une prise de conscience féminine qui se manifeste dans la prise en charge du langage par les Canadiennes au tournant du XX<sup>ème</sup> siècle. L'intervenante illustrera les ressources langagières exploitées par ces premières journalistes ainsi que l'apport d'influences américaines dans une recherche de féminisation des titres de fonctions et de professions.

**S2412: How to Get Students Talking about French Texts**

**Rachel Ritterbusch**, Shepherd University

This presentation focuses on encouraging student interaction with literary texts. After sharing experiences from a recent course, the presenter will propose changes that could increase the amount and the depth of student interaction with texts. Participants will be invited to exchange ideas about the design and delivery of introductory literature courses.

**S2501: La Base de données lexicographiques panfrancophone: un regard nouveau sur la Francophonie**

**Claude Poirier**, Trésor de la langue française au Québec, Université Laval, and **Albert Valdman**, Indiana University

Présentation de la Base de données lexicographiques panfrancophone (BDLP), en voie de préparation par une douzaine d'équipes internationales. Cette base sur Internet se compose des mots et des sens qui sont particuliers aux différentes variétés de français dans le monde. La démonstration s'appuiera sur une critique du concept de «Francophonie».

**S2502: The Whole Kit and Caboodle--French Language Learning in a Box**

**Lisa Caouette**, Alberta Education

A teacher's dream in a box: flash cards, transparencies, black line masters, audio CD and video, developed thematically. 10 different kits have been developed by the Department of Education of Alberta. Content is task-based and includes contextualized grammar and vocabulary learning in addition to explicit strategic learning activities.

**S2503: Running "La Chasse-Galerie" through "Mon Pays:" Introducing Québécois Culture and History Through Music**

**Matthew Shaftel**, Florida State University, and **Pascale Shaftel**, Leon High School

This presentation focuses on five songs by well-known *québécois* songwriters, using music as an entrée into an interactive and multi-disciplinary investigation of *québécois* arts, oral and written literature, and history. Attendees will leave the presentation with new ideas for enriching their classrooms while achieving multiple learning objectives.

**S2504: Teaching French as a Heritage Language: Stories from Maine**

**Julia Schulz**, Center for Heritage Language Reacquisition (ME)

French is a heritage language for millions in the U.S. The presenter will discuss the issues arising when French is approached as a heritage language and share ideas and techniques developed in Maine to help ensure success in student recruitment and retention.

**S2505: French and Francophone Literature**

**Literary Figurations of Polyphony and the Creative Process in Nancy Huston's *The Goldberg Variations* and *Prodige***

**Patrice J. Proulx**, University of Nebraska at Omaha

The presenter will explore the thematics of creation and procreation in Nancy Huston's *Les Variations Goldberg* and *Prodige* and will examine the differences and similarities between these two polyphonic texts, especially as regards questions pertaining to the relationship between life and art.

**Autobiographies de beurettes: intersectionnalité, écriture et identité**

**Helene Julien**, Colgate University

Cette présentation sera consacrée à l'examen de deux textes autobiographiques. Elle considèrera plus particulièrement la manière dont ces écrivaines

négocient leur position d'entre-deux, définissent un espace où s'inscrivent et s'articulent leurs enjeux identitaires et littéraires.

**Pensée imageante et description dans *le Baobab Fou* de Ken Bugul**  
**Samuel Zadi**, Wheaton College (IL)

Le roman *Le Baobab Fou* de la romancière sénégalaise Ken Bugul innove en ceci qu'il contient une forme de description particulière: celle qui se fait à travers l'usage de la pensée imageante. Cette communication consistera à montrer le fonctionnement de cette forme particulière de description.

**Becoming an Orphan: Lydia Flem's *Comment j'ai vidé la maison de mes parents***

**Lynn Penrod**, University of Alberta

Flem's *Comment j'ai vidé la maison de mes parents* deals on the surface with the process of emptying the house belonging to the author's parents. The reader also learns a great deal about a generation of Jews who were survivors of concentration camps. This combination of memoir plus psychological insights into the concept of memory formation make the text emblematic of 21<sup>st</sup> century French writing.

**E2506: Don't Teach French Without This!**

**Kathryn DaSilva**, frenchgrammar.ca

Come see "Professeur," a question and answer French grammar test-bank for teachers. Make a new test for every week, every class, or every student--in seconds, at the click of a mouse! Also check out "Étudiant," a comprehensive 20,000-page grammar e-book. Designed by veteran teachers. Attendees will receive demos.

**S2507: Beyond Casablanca: Teaching the Maghreb**

**Mary Ellen Kasak-Saxler**, Stillwater Area High School (MN), and **Michele Cassavante**, The Blake School (MN)

While the Maghreb remains one of the least explored areas of the Francophone world, an appreciation of the Maghreb is critical to the understanding of contemporary France. Participants will explore the complex cultural underpinnings of this region, identify resources and examine activities appropriate for the classroom.

**S2509: La France et la Seconde guerre: l'altruisme et des leçons des anciens combattants**

**Dominique Eareckson**, Blueridge School (VA), **Aline Kultgen**, Jefferson Junior High School (MO), **Gerald Beauchesne**, West Springfield High School (MA), **Kathy**

**Wilson**, and **Mary Ricciardi**.

Fourteen K-12 teachers gathered in Lyon at the *Centre de l'Histoire de la Résistance et de la Déportation* in July 2004. Participants report on survivors whom they interviewed and on the nature of the NEH summer seminar abroad under the direction of Susan Redd (Mount Vernon High School, WA) and Simon Sibelman (University of Wisconsin-Oshkosh).

**S2510: La Chanson contestataire "gentille"**

**Gregg Siewert**, Truman State University (MO)

La chanson contestataire n'est pas morte avec la disparition de Léo Ferré, elle vit dans l'œuvre des artistes tels que Renaud, MC Solaar, Cabrel, et même Goldman. On écouterait et puis examinerait plusieurs textes récents de ces chanteurs en vue d'une exploitation possible.

**S2511A: Fiction as Cover Story in *La Fête à Venise* by Sollers**

**Armine Kotin Mortimer**, University of Illinois at Urbana-Champaign

*La Fête à Venise* thematizes the passage from life to the beyond. Behind the "history" of the stolen painting and the underground art market in general, there is the story of how a novel, patently a fiction, tells a reality better than a historical account could. Hence Sollers's fictional treatment of a largely hidden reality of the art world. *La Fête à Venise* is Sollers's cover story for a reality the clandestine writer is hiding the better to present it: the society of the spectacle.

**S2511B: *Pierre et Jean* and *Thérèse Desqueyroux*: Introducing the Novel as a Genre in an AP or Undergraduate Literature Course**

**Dianne Sears**, University of Massachusetts Amherst

Teaching Maupassant's and Mauriac's works together presents rich opportunities for introducing the novel. Both novels contain varied narrative techniques, non-linear plot lines, striking thematic and plot parallels, and detailed portraits of certain regions and time periods in French history.

**S2601: Summer Scholarships to Belgium**

**David Arcangeli**, Gallup High School (NM), and **Wendy Stiglic**

Les intervenants ont bien profité d'un stage d'été à l'Université de Liège. Grâce à une bourse de l'AATF, ils ont eu l'occasion d'approfondir leurs connaissances de la langue française ainsi que de la culture belge. Pendant le séjour, ils ont bien discuté des différences et des similarités qui existent dans la culture belge. De plus, ils ont visité les villes principales et fait le

tour des monuments.

**S2602: Le Cas pour utiliser les structures des intelligences multiples dans les cours de français**

**Deborah Stout** (OH)

Levez-vous, s'il vous plaît! Les structures des intelligences multiples se prêtent non seulement à faire bouger mais aussi bien à faire penser les élèves. L'intervenante partagera des structures qui peuvent augmenter le niveau d'enthousiasme pour la pratique orale et chasser l'ennui.

**S2603: Adieu la grammaire de nos grands-mères!**

**Carole Bergin**, Harvard University (MA)

Comment enseigner la grammaire en développant des automatismes qui ressemblent à l'apprentissage de la langue maternelle? On peut mélanger l'approche traditionnelle avec des activités interactives. On peut contextualiser les activités en les reliant à la vie de vos étudiants. On peut introduire un élément d'humour et de compétition. Ainsi on fait naître des réflexes et les étudiants feront de la grammaire sans y penser.

**S2604: Interconnections: Trade, Technology and Globalization. A New Approach.**

**Marie de Verneil**, University of Maryland, Baltimore County

Students learning about France and globalization must meet many challenges, going from textbooks' choice to lexical issues raised by concepts in political economy and basic language skills. This presentation will focus on ways to create a learning environment fostering students' acquisition of new concepts and skills, using videotexts and hypertext.

**E 2605: Verbathon®: Comment s'amuser avec les verbes et la grammaire!**

**Emmanuel Escueta**, Escutech Educational Products Ltd.

Apprenez comment enseigner les verbes et la grammaire d'une manière amusante et efficace en utilisant la trousse VERBATHON®. Motivez vos élèves en jouant des jeux. Utilisez la musique «rap» et «rock». Intégrez des autres matières. Organisez, même participez à un tournoi international.

**S2606: AATF and the Alliance française: Creating New Synergies**

**Rebecca Valette**, Boston College (MA)

In the face of continuing pressure to reduce French offerings, now is the time to develop creative synergies between the AATF and the Federation of *Alliances françaises* USA. This session will explore the many ways in which these two groups can work more closely together to further French instruction at all levels, from

preschool to university.

**S2608: Helping Students Become Personal Storytellers**

**Robert Erickson**, Brigham Young University (UT)

Teachers can help students become personal storytellers. Personal stories create meaningful, motivating foundations for communication. Learn how to motivate, commit and teach students to tell personal stories.

**S2609: Fun with History: Early Court Cases in French Colonial Missouri and Illinois**

**Anna Amelung**, University City High School (MO), and **Gwendolyn Hickman**, Belleville East High School (IL)

Learn the history and daily life of colonists in America as we present real court cases from Missouri and Illinois archives. We will reenact trials involving French settlers, slaves, and American Indians through the use of puppets and with the participation of the audience.

**S2701: REALIA: a Web Collection for Foreign Language Teachers**

**Gail Buzhardt**, Millsaps College (MS)

REALIA, a collection of digitized pictures of authentic situations and items familiar to French cultures, will be demonstrated for classroom usage. The database, which includes more than 1000 colorful images and pedagogical suggestions, has no copyright fees, passwords, or membership forms.

**S2702: Teaching And Using Second-Person Pronouns: A Paradigm Shift In Electronic French**

**Lawrence Williams**, University of North Texas

This presentation will provide a linguistic analysis of the second-person pronoun shift in electronic French. Examples and statistics from a large corpus of synchronous electronic French discourse demonstrate clearly that *tu* is the pronoun of choice in almost all contexts. French-language chat sites and pedagogical implications will be discussed.

**S2703: La Présence francophone dans le Minnesota à travers l'histoire, la géographie et l'économie**

**Patricia Mougel**, University of Minnesota-Twin Cities

L'intervenante retracera l'histoire des missionnaires et explorateurs français et québécois, leurs rôles dans la découverte du Minnesota à travers cartes, images et chansons. Les rapports passés et actuels entre le Minnesota et le monde francophone seront aussi considérés. Des exemples d'exploitation pédagogique seront

proposés.

**S2704: Café-crème: Mixed Feelings about the French in American Travel Literature**

**John Secor**, Morehead State University

America's fascination with France has always been tempered by our incomprehension of the French. In the last ten years, a flourishing travel literature has developed to offer advice to wary American tourists. What is it about France and the French that make easy targets for American mockery and scorn?

**S2705: Increase Your Use of French in the Classroom: Why and How**

**Joanne Dangelmajer McKeown**, Moravian College (PA)

The presentation will explore strategies for increasing the instructor's use of the target language. It differentiates a teaching mode from a conversational one and shows the skills necessary for using French daily. The strategies are applicable to all levels, but have particular relevance for the lower ones where disinterest, boredom and a sense of irrelevance characterize the way students often think about learning languages.

**S2706: Sound Approaches to Preparing Students for the Listening and Speaking Sections on the AP French Exam**

**James Day**, University of South Carolina

Following an overview of the speaking and listening sections of the AP French exam, this presentation provides detailed procedures for locating, recording, and editing authentic French sound files for pedagogical applications. The presentation also proposes activities involving phonetic symbols, with comments on their use for sound discrimination.

**S2708: De l'opéra aux plages de Trouville: étude des loisirs bourgeois dans la peinture du dix-neuvième siècle**

**Marie-Christine Massé**, Drew University

Au milieu du XIX<sup>ème</sup> siècle, la grande bourgeoisie cherche à laisser à la postérité l'image de sa réussite et accorde aux loisirs une place de plus en plus importante. L'intervenante propose un itinéraire de découverte de ces nouveaux plaisirs tels qu'ils ont été capturés par Boudin, Monet, Manet, Renoir, Caillebotte et Degas.

**S2709: Message and Form in L2 Writing**

**Elizabeth Knutson**, United States Naval Academy (MD)

The presenter will explore the issue of form and meaning in second language writing. What governs attention to form vs. message on the part of student writers? What value do students place on mes-

sage? What are the effects of investment in topic or message on written output? Relevant research on the relationship between meaning and form, including studies of high and low proficiency writers' composing behaviors, and the factors of purpose and audience are reviewed.

**S2710: Helping Advanced Learners with Article Choice: Indefinite "des" vs. Generic "les"**

**Betsy Kerr**, University of Minnesota

Results and pedagogical application of a study of factors motivating the choice of indefinite "des" or generic "les" in native-speaker discourse. Employing primarily a quantitative study of a corpus of informal spoken French, the study points to syntactic function of the NP and the semantics of the governing verb as crucial factors.

**S2711: Quebec's Quiet Revolution in Jacques Poulin's *Les Grandes Marées***

**Gilles Labrie**, Central Michigan University

Although Poulin's novel *Les Grandes Marées* appears to deal with universal themes, a closer reading reveals a fictional representation of the 1960s and 1970s in Quebec's Quiet Revolution. This presentation explores the novel's representation of the Quiet Revolution itself and the changes it brought about in Quebec society.

**Sessions: le samedi 9 juillet**

**S3101: *La France dévoilée: France Unveiled***

**Robert Slabodnik**, Sedro-Woolley High School (WA)

France recently passed legislation banning Muslim headscarves and other religious symbols in public schools. After serving a Fulbright Teacher Exchange during this time, the presenter will speak about the issue through both an historical lens and a modern context and will discuss the arguments of those who supported and opposed the ban.

**S3102: Advocacy: Dynamic Connections of Man and Machine in Making the Case for French**

**David Graham**, Clinton Community College (NY), and **Robert Peckham**, University of Tennessee at Martin

This session pairs two AATF French language advocates with different roles in the same permanent, comprehensive, multifaceted, flexible and scalable initiative: its organizer, who coordinates the regionalized Web content; and a human connection specialist. The session includes Web making and use demonstrations, and discusses the value of inter-

organizational synergies.

**S3104: *Potpourri de Paris: Activities for engaging students in learning***

**Debbie Callihan**, MacArthur High School

Participants will learn firsthand about methods and strategies to keep students motivated and involved but that do not require extensive preparation time for the teacher. Participants will receive handouts explaining the activities and how to easily incorporate them into the classroom.

**S3105: *Créer des activités multimédia durables et ciblées***

**Michèle Magnin**, University of San Diego (CA), and **Véronique Flambard-Weisbart**, Loyola Marymount University (CA)

Pour ne pas rester en marge d'une technologie qui enrichit les méthodes d'enseignement, les professeurs de français créent leurs propres activités multimédia ou sites Web. Cette présentation vous aidera à sélectionner les meilleures pistes pour ne pas avoir à réviser votre travail chaque année et bien cibler votre public.

**S3106: Teaching Francophone Literature in Intermediate-Level High School and College Language Classes**

**Timothy Gerhard**, SUNY Cortland, **Susan Blasland**, Morrisville-Eaton Middle-High School (NY), and **Katie Bush**, SUNY Cortland

The presenters, a university professor, a high school teacher, and a student teacher, will discuss the results of a collaborative, experimental project in which they have selected and used Francophone texts with serious thematic content in their intermediate-level language classrooms; a comprehensive packet of resource materials and unit plans will be provided.

**S3108: *La France et l'Amérique dans les Triplettes de Belleville***

**Annie Jouan-Westlund**, Cleveland State University (OH)

*Les Triplettes de Belleville*, film d'animation franco-belge et candien, présente un univers décalé, aux antipodes de Disney, dans une immense cité franco-américaine. Cette présentation explore l'univers culturel franco-américain et jette un nouveau regard sur les représentations des deux pays dans la culture populaire.

**S3109: Home Is Where the Art Is**

**Anita Alkhas**, University of Wisconsin-Milwaukee, **Margaret Schmidt-Dess**, Shorewood High School (WI), **Mary Mann**, Carroll College (WI), **Julie Rose**, Riverside University High School (WI), and **Pacia Sallomi**

Close your book, open your eyes and

see how experiencing art firsthand can lead to more than a thousand words. Our activities using examples from Milwaukee's Art Museum are easily transferable to works close to home.

**S3110: Dansons!**

**J. Maureen Motsinger** (KY)

Do you want to teach art, history, culture, and language in a lively way? Then, bring your dancing shoes! You will learn French/Québécois folk dances, and how to incorporate content from arts and humanities and social studies into your class. Writing prompts and projects with rubrics will be distributed, along with a CD and dance instructions.

**S3112: Translating on the Edge: a Discussion of the Special Challenges Posed by Translating Literary Works Outside of the Mainstream**

**Mark Stout**

A panel discussion by some of Canada's foremost French-to-English literary translators on special challenges posed by translating literary works outside of the mainstream. The panel will be made up of published literary translators, including two recipients of Canada's most prestigious literary prize, the Governor General's award.

**S3201: Content-based French Instruction Combats High-Stakes Testing in Elementary and Middle Schools**

**Robert Lafayette**, Louisiana State University

Participants will learn the importance of French content-based instruction in today's world of high-stakes testing and school report cards and understand the power of videoconferencing for use in professional development. Each participant will receive two content-based units, one for elementary school programs and one for middle school programs.

**S3202: France and the Holocaust--Forced residence in Occupied France during World War II**

**Fernande Wagman**, Academy of the Holy Angels (NY), and **Eileen Angelini**, Philadelphia University (PA)

This program will give a historical perspective of a young French Jewish child in forced residence from 1941-1945 in a village near the Swiss-Italian frontier. It will show the anti-Semitic experiences in the school-system as well as the courage of Christians willing to risk their life to protect the Jews of the village.

**C3204: *La Promotion du français: Swap Shop***

**Joyce Beckwith**, Wilmington Public Schools (MA)

Come share your activities, strategies, videos, projects, menus, media articles, surveys, ideas and more in this first annual Promotion Swap Shop. Let us know your successes during National French Week and throughout the year. An interactive session with handouts for all participants.

**S3205: "Living Culture:" Using the Internet and Francophone Film in the Classroom**

**Eileen McDonald Ketchum**, Muhlenberg College (PA), **Sarah Gendron**, Marquette University (WI), **Christopher Bolander**, University of Wisconsin-Madison, and **Christian Flaugh**

This presentation demonstrates alternative ways of incorporating history and culture from France, Canada, Africa and the Caribbean in the classroom. The presenters will examine the use of the Internet and film as a means of offering students an intimate experience of the great diversity of the Francophone world.

**S3206: Encouraging Words: *La Grammaire est une chanson douce***

**Anita Alkhas** and **Lawrence Kuiper**, University of Wisconsin-Milwaukee

Erik Orsenna's young adult novel *La Grammaire est une chanson douce* is a rewarding read well-suited to the intermediate level. Visit this world where words come alive and dance to the choreography of grammar. Participants will receive standards-based materials that integrate the book with music by Henri Salvador.

**S3207: French Letters**

**Mel Yoken**, University of Massachusetts Dartmouth

Brown University alumnus, Mel B. Yoken, has donated a collection of letters of thousands of French and Quebec authors and public figures from the 20<sup>th</sup> century. In addition, the Yoken Archives contain more than 10,000 signed French books, notes and personal papers. The Collection is permanently housed in the John Hay Library.

**S3208: The French Enlightenment Influence**

**Rita Stroempl**, Early College High School (OH)

In a high school collaborative project with English, Social Studies, and Science, students learned about and interacted with the thoughts of notable French thinkers of the 18<sup>th</sup> Century French Enlightenment. Text analysis, video viewing, and class discussion led to individual projects. Critical thinking focused on new ideas of that time period, and how they continue to influence American thought.

**S3209: Une Introduction à l'Afrique**

**islamique dans la littérature francophone**

**Janice Spleth**, West Virginia University

Cette présentation étudiera l'Islam en Afrique: son histoire, son expansion sur le continent, les principes de la foi islamique, et finalement quelques aspects de la vie des femmes musulmanes. Chaque étape sera illustrée ou dramatisée par une discussion des œuvres écrites par des auteurs francophones.

**S3210: L'Histoire de la nourriture: un sujet d'actualité**

**Annette Sampon-Nicolas**, Hollins University (VA)

Un cours sur l'histoire de la nourriture et de la gastronomie française touche à beaucoup de questions sociales, culturelles, économiques et politiques. L'intervenante explorera les complexités de l'histoire, des mythes, de la culture, et de la signification de la nourriture.

**S3211: A Mystery for your French Classroom: Adélaïde Lambert's *Innocente victime***

**Margaret Langford**, Keene State College

From St-Pauvre in Quebec, the action-packed intrigue moves to Vermont, Civil War battlefields, Lowell, and Manchester, NH. Valiant *habitants*, villains, and heroic Franco-American women abound. The interactive lecture includes packets with bilingual passages, learning scenarios, interactive activities and suggestions for collaborative projects.

**S3212: Childhood as an Approach to Francophone Literature and Culture**

**Jean Faustman SSJ**, Chestnut Hill College (PA), and **Daniel Noren**, Ferris State University (MI)

This presentation includes interactive childhood stories from Senegal, Martinique and the Congo, and a discussion of literature related to childhood from Guinea, Canada, Martinique and Guadeloupe, all for use in student-centered classrooms. Participants receive a CD, vocabulary work ups, discussion and composition topics, and suggestions on integrating the above into a diverse curriculum.

**S3301: Designing a Certificate in Global Studies: An Effective Strategy for Increasing Foreign Language Enrollment and Retention**

**Denise McCracken**, St. Charles Community College (MO)

Seventeen Missouri Community Colleges developed a Certificate in Foreign Language and Global Studies. This certificate serves as an incentive for foreign language students to continue beyond the first semester, thereby increasing enrollment in upper level courses. The presenter

will share lessons learned in designing, implementing and promoting a Global Studies certificate.

**S3302: Technoconstructivist Lessons for Developing Cross-cultural Understanding**

**Edwina Spodark**, Hollins University (VA)

Technoconstructivism is the integration of constructivist classroom pedagogy with educational technology that puts students at the center and in charge of their own learning. This presentation focuses on how to develop lessons that will lead French students to a deeper level of cross-cultural understanding by following a five-step technoconstructivist process.

**S3304: Vive la musique!**

**Ellen Poquette**, Black Hawk Middle School (MN)

The presenter will share ideas on incorporating music into the classroom in order to enhance learning while having fun. Although the lessons are designed for middle school, they are easily adaptable to other levels. Handouts and recommendations of great CD's will be provided.

**S3305: Ideas for Everyone!**

**Samantha Godden-Chmielowicz**, Schurz High School (IL), and **Kimberly Gray**, Benito Juarez Community Academy (IL)

The presenters will share ideas to organize and inspire both students and teachers! Ideas are adaptable to all levels of instruction and range from grade monitoring to culture to publicity.

**S3305: Van Gogh by Himself: Between Brush and Pen**

**Kathleen Marie Brunner**, University of Washington

This presentation will offer new approaches to teaching art through an array of Van Gogh's drawings, landscapes, portraiture, and still lifes coupled with an analysis of Van Gogh's artistic expression as reflected in various self-critiques and revelations in his correspondence.

**S3306: Using Virtual Chats to Build Fluency**

**Marcy Farrell**, University of Wisconsin-Madison

Virtual chats empower more students to communicate. The presenter will explain the benefits of virtual chats and demonstrate chat activities. Participants will learn how to prepare a virtual chat activity, conduct chats, and alternate electronic chatting with traditional oral discussion.

**S3307: Vue sur le Québec: littérature**

**Louise Pilon Graham**, AATF Pays du nord

L'intervenante cherche à partager sa passion et ses connaissances de la culture populaire québécoise. Quelquefois les extraits sélectionnés peuvent être utilisés dans la classe. Ils peuvent aussi être dégustés dans votre salon. L'intervenante présentera des extraits de littérature des auteurs comme Michel Tremblay, Marie Laberge, Yves Beauchemin et bien d'autres.

**S3309: Views of Amélie Nothomb**

**From Text to Screen: Amélie Nothomb's *Stupeur et tremblements*, a Perfect Adaptation?**

**Brigitte Debord and Cynthia Hahn**, Lake Forest College (IL)

The problem of "fidelity" in adapting literature to cinema has been approached countless times. It seems quite easy to criticize a cinematographic adaptation of a literary work by branding it as betrayal or crime. Could it be that *Stupeur et tremblements*, a 2002 movie by Alain Corneau, is the perfect adaptation?

**En classe avec Amélie Nothomb**

**Françoise Denis**, Macalester College (MN)

*Stupeur et Tremblement*, *Le Sabotage amoureux*, *Mercure* et *Cosmétique de l'ennemi*, quatre petits romans de la jeune écrivaine belge qui font la joie des étudiants. Cette présentation a pour but de partager l'expérience pédagogique de leur enseignement dans des classes de conversation ou d'introduction à la littérature. Des plans de cours seront distribués.

**S3310: La Chanson française**

**Laurent Déchery**, Gustavus Adolphus College (MN)

This presentation gives a brief outline of the status, value, and loci of songs in the history of French society. It also analyzes the relationship between words and music in French songs from a phonetic point of view. Finally, the presenter will discuss a few contemporary songs and comment on their different uses in the classroom.

**S3311: Phrench Phonics?**

**Stephen Walton**, Portland State University

The presenter will outline strategies for teaching students to recognize fundamental relationships between French orthography and spoken sounds. While common in phonetics courses, the focus is on using phonics in lower-level

instruction. A teaching module will be demonstrated and sample materials provided.

**S3402: De l'acquisition du français vers l'éveil culturel: réflexions sur les enjeux des séjours d'études à l'étranger**

**Daniel Audaz and Sally Magnan**, University of Wisconsin Madison

Comment préparer les étudiants pour un séjour à l'étranger? Les intervenants examinent la question suivante: Qu'est-ce qui facilite l'acquisition du français: suivre des cours? parler français avec des natifs ou des Américains? utiliser les médias? vivre en famille? Implications pédagogiques et administratives.

**S3403: Views of Francophone Literature**

**Roseanna Dufault**, Ohio Northern University

Francine d'Amour's most recent novel, *Le Retour d'Afrique*, explores the tension that results when an individual's desire for a comfortable niche in society clashes with a need for "depayement." D'Amour's psychological analysis reveals current trends and preoccupations in *québécois* literature.

**Koffi Kwahulé and the Allegorization of Gender Violence**

**Henrik Borgstrom**, Niagara University (NY)

Kwahulé's 1997 play *Bintou* was recently translated into American. The play is a quasi-allegorical treatment of female genital mutilation among poor immigrant families in urban France. This short text is an effective vehicle for presenting to undergraduate students a multitude of issues surrounding the practice of FGM and its disturbing presence in Europe and the U.S.

**S3404: Le Grand Concours 2005**

**Lisa Narug and Geneviève Delfosse**, Le Grand Concours

Report on the results and activities of *Le Grand Concours*, including information on plans for the future of the *Concours*. Responses from survey will be discussed. Time will be allowed for discussion.

**S3404: Quebec: A Thematic Unit**

**Georgette Schmidt**, Jamesville DeWitt High School (NY)

A thematic unit suitable for a high school level 5 class will be presented. The unit will include cultural information on the following topics related to Quebec: geography, history, short stories, poems, songs, hockey, videos, and food. Each participant will receive a booklet with detailed plans for teaching the thematic unit.

**S3405: Teaching Cultural Diversity Through The Veil Debate**

**Sahar Amer and Martine Antle**, University of North Carolina-Chapel Hill

This presentation will take the Veil Debate in France as a pedagogical strategy to introduce cultural diversity. The goal is to introduce a range of materials and perspectives on cultural diversity in order to foster dialogue with the participants, and to provide them with specific pedagogical strategies that they can adopt and adapt in their own classrooms.

**S3406: L'Analyse de la différence en cours de littérature: *Moi et l'autre***

**Corinne Étienne**, University of Massachusetts-Boston, and **Sylvie Vanbaelen**, Butler University (IN)

Cette communication montrera comment, grâce à une alternance d'exercices d'introspection et d'analyse, il est possible d'aider des étudiants dans un cours de littérature francophone à questionner leurs préjugés, à mieux se connaître au contact de l'Autre et à problématiser la notion d'identité, étape essentielle au développement de la sensibilité interculturelle.

**S3409: Les Chansons françaises: Songs Are Not Just for Singing!**

**Elizabeth Zwanziger Page**, University of Northern Iowa, and **Lori Rezek**, Trevor Day School (NY)

The presenters will share activities to enhance vocabulary, grammar, or culture. Traditional French children's songs may be implemented into thematic or grammatical units as well as in isolation. Participants leave with handouts and fresh ideas for the classroom.

**C3410: Aspects de la France contemporaine**

**Marie-Christine Koop**, University of North Texas

Cette session sera organisée autour de trois communications portant sur des thèmes différents de l'actualité culturelle française.

**L'Attitude des Français envers les États-Unis après le 11 septembre: une réalité plus complexe qu'on ne le pense**

**Rosalie Vermette**, Indiana University-Purdue University Indianapolis

**Villes, départements et régions: les images de marque au XXI<sup>ème</sup> siècle**

**Ann Williams**, Metropolitan State College of Denver (CO)

**S3411: Jetez votre manuel et laissez vos élèves écrire les documents du cours de conversation/composition par les films**

**Colette Henriette**, McDaniel College (MD)

Les manuels d'enseignement de la langue par les films sont composés sur le même modèle: l'apprenant est dans la position de celui qui répond aux questions du livre. Il lui est rarement donné l'occasion de prendre l'initiative. Cette présentation vous fera découvrir comment les étudiants créent eux-mêmes leurs documents pour le cours.

**S3412: The Study Abroad Program [at Laval] as a Learning Community**

**James Chesnut**, North Georgia College & State University, **Aleksandra Gruzinska**, Arizona State University, and **Helene Ossipov**, Arizona State University

The successful study-abroad program for language acquisition is one in which the director, students, and host institution share common beliefs and goals. This panel will demonstrate how three American study-abroad directors work with the team of administrators, teachers, counselors, and *animateurs* at the *Université Laval* to provide students with a total immersion experience. Of special concern is program assessment as it relates to recruitment and student expectations.

**S3501: Le Doublage vidéo: activité pédagogique novatrice, efficace et abordable**

**Jack Burston**, Rochester Institute of Technology (NY)

Le but de cette communication est de considérer et d'évaluer les aspects essentiels, pédagogiques et technologiques du doublage vidéo comme activité d'apprentissage. Comment peut-on profiter des avantages de la production vidéo sans laisser la technologie l'emporter sur la pédagogie.

**S3502: Être stagiaire à Québec: This could be you!**

**Mary (Lisette) Luton**, Charleston Southern University (SC)

Why should you consider coming to the *Université Laval* for the *stage pour les professeurs de français*? Find out what the *stage* is like, how to obtain an AATF scholarship, and how the presenter used the information from the *stage* to enhance her French classes.

**S3504: From Start to Finish: Using the Musical Videos of Carole Fredericks in Your Classroom**

**Nancy Gadbois**, High School of Science & Technology (MA), **Connie Fredericks Malone**, CDF Music Legacy (NY), and **Rebecca Fox**, George Mason University

The teaching process used in incorporating the musical videos of the late Carole Fredericks, an African-American who rose

to the top of the musical charts in Europe and Africa will be this session's focus. Assessment strategies including higher thinking skills and the role of technology in this process will be demonstrated.

**S3506: Short-term and Long-term Study Abroad from Scratch**

**Susie Hennessy**, Missouri Western College

Many French departments have no in-house study abroad programs for students. This session will provide information and concrete steps that instructors can take to develop affordable study abroad options for their students.

**S3508: Les TICS pour l'apprentissage de l'écriture et de la lecture**

**Martine Peters**, Université du Québec à Montréal

Voici l'occasion d'apprendre comment intégrer les TIC dans l'enseignement. Les participants auront l'occasion de discuter de l'impact de la technologie, de voir quels types d'activités TIC peuvent favoriser le développement des compétences de lecture et d'écriture.

**S3509: Vercingétorix, Jules César, and the Conquest of Gaule: a Distinctive Lesson Plan with Total Physical Response Storytelling**

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

Use TPR with new concepts to teach the story of Vercingétorix and the conquest of Gaul by Julius Cesar to develop and broaden vocabulary, grammar, listening, writing, and oral comprehension skills. A complete lesson plan with activities will be distributed.

**S3510: Le Français québécois: une variété nationale de français**

**Peter Machonis**, Florida International University

Le français québécois n'est ni un registre populaire, ni un langage familial, ni simplement du français de France plus des québécismes. L'intervenant montrera que c'est une variété complète de langue avec de la variation géographique, sociale et stylistique. Il explorera aussi l'évolution récente du français québécois et la norme linguistique au Québec.

**C3511: Thinking Out of the Box About FLES\* Programs**

**Gladys Lipton**, National FLES\* Institute

What can we do to expand and enhance FLES\* programs? How will new ideas and new best practices help? This session will explore what works well, while taking a look at a number of options and possibilities for the future. We will be brainstorming, and demonstrating a variety of

successful FLES\* activities.

**S3512: All About National Board Certification**

**Susan Colville-Hall**, University of Akron (OH), **Samantha Godden-Chmielowicz**, Schurz High School (IL), and **Todd Bowen**, Adlai E. Stevenson High School (IL)

Learn more about the National Board Certification. Participants will find out about requirements, incentives and local support programs. Discover what AATF can do to help teachers prepare for the certification process. A portion of the session will be reserved for questions.

**S3601: Teaching French Grammar Using French Exclusively. It Can Be Done!**

**Lucie Viakinnou-Brinson** and **Domenica Newell-Amato**, Emory University (GA)

A study compared the effectiveness of two video-based French programs on elementary level students. One program used only French to teach French while the other used French and English. Results indicated that the mean scores of a subgroup in the French only curriculum were significantly higher in listening and close to significant in grammar.

**S3602: Celebrating Champlain in the French Classroom**

**Janet Shideler**, Concordia College (ND)

The celebration of the 400<sup>th</sup> anniversary of Champlain's exploration and settlement of what would become Acadia and Quebec provides an opportunity for teaching about the French presence in North America. This presentation will suggest ways in which to incorporate food, drama, music, and dance to make for a lively language and history unit.

**S3603: Madame de La Tour du Pin: mémorialiste classique ou attardée?**

**Marie-José Fassiotto**, University of Hawai'i

Aux formes traditionnelles des mémoires se sont juxtaposés de nouveaux modèles après la parution des *Confessions* de Rousseau. À travers l'analyse des *Mémoires de Madame de La Tour du Pin*, on étudiera la base des anciens critères, la transformation que Rousseau a opérée et la résistance que ce nouveau genre a produit.

**S3604: Teaching Reading at the Intermediate Level: Classic Film Clips and Lively Discussion**

**Cynthia Lees**, University of Florida

Textbook reading selections highlight each chapter's grammatical structures and vocabulary. Using film clips to provide a historical, socio-political, or cultural frame for the texts can jump-start lively discussions that stretch the student

linguistically and promote real language use. This interactive session includes sample texts and film clips.

**S3605: From *Fleur de lys* to Graffiti: The Negotiation of Cultural Identity in Visual Markers of Quebec City**

**Scott Sheridan**, Illinois Wesleyan University

Quebec offers a unique opportunity to encounter its cultural history through a variety of visual images: this presentation will examine slides of various visual aspects of Quebec City, in order to give convention participants a glimpse into how visual markers are used as constant reminders of cultural identity.

**S3606: Journeys Through Literature: Travel and Displacement**

**Christopher Hogarth** and **Natalie Edwards**, Northwestern University (IL)

Travel has been a recurrent theme in literature. In postcolonial writing, travel takes on added significance. The presenters investigate the trope of the journey in postcolonial novels by women from Francophone Africa.

**S3608: New Partnerships for New Opportunities: University of Rhode Island's International Engineering Program**

**Lars Erickson**, University of Rhode Island

By integrating French language study and engineering, URI's International Engineering Program has forged new academic and corporate partnerships. It provides a model of innovative cooperation that expands opportunities for language departments.

**S3609: The Renaissance of the *chanson engagée*: What the New Generation of Québécois Nationalist Music Says about Québécois French**

**Kelle Keating**, Arizona State University

Though the *chanson engagée* of Quebec declined in popularity immediately following the *Révolution tranquille*, it has recently reappeared in the music of groups such as *Les Cowboys fringants* and *Loco Locass*. This study examines themes found in the modern *chanson engagée*.

**S3611: *Bloguez-vous?* An Exploration of the Francophone Blogosphere**

**Luke Eilderts**, The Pennsylvania State University

This session will present an exploration of the Francophone Blogosphere, a new form of diverse communication. The presenter will provide a pedagogical plan to introduce and use this communicative environment in the classroom.

**S3612: *Jacob, Ménaïem et Mimoun: Marcel Bénabou ou l'impossible écriture***

**Evelyne Bornier**, Southeastern Louisiana University

Bénabou à un double devoir d'allégeance: aux origines marocaines et à son identité professionnelle ainsi qu'à sa terre d'accueil, la France. Cette double appartenance est l'un des thèmes des textes de l'auteur qui se trouve en "situation de décalage." À travers le roman *Jacob, Ménaïem et Mimoun*, l'intervenante étudiera comment Bénabou tente de rendre hommage aux Juifs marocains par le biais de l'écriture et dans quelle mesure cette écriture lui est impossible.

**Sessions: le dimanche 10 juillet**

**S4101: A Literary Portrait: Samuel Beckett**

**Aleksandra Gruzinska**, **William Hendrickson** and **Suzanne Hendrickson**, Arizona State University

The friendship, in a long literary tradition, of Samuel Beckett and E.M. Cioran in the 20<sup>th</sup> century will be explored.

In 1983 Suzanne Hendrickson interviewed Beckett in order to clear up some of the mystery involved with the creation and transformations of his play *Fin de partie*. This is the first public presentation of that interview.

**S4102: Beyond Stereotypes: Combatting Transatlantic Misunderstandings**

**Heather Prescott**, Mercersburg Academy

Do your students have preconceptions about the French? Making sense of stereotypes helps deepen understanding, explaining some of the current anti-French and anti-American attitudes. This presentation offers strategies to help advanced students bridge the intercultural gap.

**S4103: Hospitality: A Model for Inclusion**

**Lorin Pritikin**, Francis W. Parker School

Tahar Ben Jelloun, a Moroccan French author, has explored the principles of hospitality as a model for peaceable coexistence. This presentation will explore Ben Jelloun's works and discuss the application of his model to America's diverse school communities.

**S4201: Rites de la parole et modalités narratives dans l'Assemblée des Djinns**

**Karim Sagna**, Earlham College (IN)

Cette présentation va s'appesantir sur le phénomène oratoire des personnages de l'Assemblée des Djinns. D'un bout à l'autre du récit, l'utilisation de la parole prend la forme d'une force qui fait et défait les rapports humains en même temps qu'elle constitue la principale modalité narrative du romancier malien.

**S4202: To "ne" or not to "ne," that is the**

**question**

**Kelly Sax**, Indiana University

Textbooks generally level the variation that exists between spoken and written French, favoring the latter. This presentation compares native speaker and learner usage of *ne*-deletion in spoken French, arguing for explicit discussion of linguistic variation in the classroom.

**S4203: Global Stimuli: Collaborative Learning Projects for Teaching and Promoting French**

**Elizabeth Blood**, Salem State College (MA)

Learn about long-term, student-driven, collaborative learning projects, such as creating a Francophone cookbook, tour guide or Web site. Discuss benefits and pitfalls and brainstorm how to use these projects to promote French in your community.

**S4204: Nelly Arcan du lit au divan**

**Cécile Hanania**, Western Washington University

*Putain et Folle* de Nelly Arcan seront l'occasion de s'interroger sur le statut de la littérature féminine québécoise et française, et l'apparent besoin de provocation ressenti par les auteures contemporaines.

**S4301: Retro-, Retro-, Retro Patriotism: Using Astérix to Teach Pride in Ancient French Culture**

**Helyne Hansen**, Western State College of Colorado

The adventures of Astérix offer fun and informative insights into France's earliest history. Teachers can use short, humorous passages from these stories to teach students the development and resilience of an ancient society.

**S4302: Quelle langue en cours de phonétique?**

**Jana Brill**, Georgetown College (KY)

Depuis 20 ans l'intervenante enseigne surtout "le français de France" en cours de phonétique. Depuis les congrès de l'AATF en Martinique et à Atlanta, elle ne peut plus continuer comme ça. Voici comment elle compte incorporer les accents régionaux et les accents de la Francophonie.

**S4303: Le Québec contemporain**

**Maria Adamowicz-Hariasz**, University of Akron (OH)

L'intervenante partagera des suggestions bien pratiques pour lancer un cours sur le Québec. Elle présentera un exemple centré sur la question d'identité. Un tel cours présente aux étudiants tant l'histoire que les défis de l'époque contemporaine du Québec par la lecture, l'écoute, le visionnement et la discussion d'articles de presse, d'œuvres littéraires et de chan-

sons.

**S4304: A Reader's Guide to the AP French Language Essay**

**Michael Hydak**, Austin Independent School District/Austin Community College (TX)

This presentation consists of a brief introduction to the College Board French Language Advanced Placement essay, an in-depth exposition of the 2004 rubric used in grading the essay; and the chance for audience opportunities to use the rubric in the scoring of student essays.

**4401: L'Éveil aux langues: Quand est-il vraiment?**

**Daphnée Simard**, Université du Québec à Montréal, and **Wynne Wong**, The Ohio State University

L'objectif de cet atelier est de faire état des différentes perspectives liées à L'Éveil aux langues. Essentiellement, nous présenterons ces différentes perspectives et les mettrons en parallèle au moyen d'exemples d'activités pédagogiques. Nous terminerons avec un retour synthèse qui permettra de mettre en lumière l'amplitude du phénomène.

**S4402: Je pense (in English) donc je suis (difficult to understand in French)**

**Nina Furry**, University of North Carolina at Chapel Hill

Anglophones access and express their ideas through English. This often results in nonsensical structure and inappropriate lexical choice as they attempt to communicate. Students can overcome these pitfalls of erroneous verbatim translation if they are required to engage metacognitive processes and linguistic knowledge before, during and after composing.

**S4403: Exercices de style: Improving Grammatical and Stylistic Competence through a Writing Portfolio**

**Kate Paesani**, Wayne State University (MI)

This project uses excerpts of Queneau's *Exercices de style* as the basis for the study of French grammar and as a model for student writing. Students complete writing tasks to prepare their own excerpts; the writing samples that result represent students' own *exercices de style*.

**S4501: La Presse et la diversité francophone**

**Mary Beth Raycraft** and **Nathalie Porter**, Vanderbilt University (TN)

Les intervenantes présenteront la diversité francophone grâce à l'analyse d'articles journalistiques issus de pays francophones différents.

**S4502: "—Allô Le 9? —Oui, c'est Monsieur Leneuf:." Using Advertisements to Teach Comprehension, Culture, and Critical**

thinking

**Daria Roche**, Bentley Upper School (CA)

Advertisements provide a rich source for comprehension practice and cross-cultural comparisons, both of which build critical thinking skills. The presenter will describe a lesson that integrates print and television advertisements into a variety of activities adaptable to all levels. Participants will receive a lesson outline and other materials.

**S4503: Les Complexités curieuses de collaboration: une analyse critique de La Cliente de Pierre Assouline**

**Simon Sibelman**, University of Wisconsin-Oshkosh

*Manon et Hiroshima, mon amour* représentent des scènes pénibles du châtement cruel que les patriotes ont infligé aux femmes connues ou soupçonnées d'avoir été des collaboratrices horizontales. Ces films tracent les résultats de cette épuration sans fouiller des raisons essentielles qui pourraient expliquer des actes de «collaboration». Dans son roman, Assouline construit un portrait irrésistible et délicat d'une collaboratrice.

**S4504: Identités francophones au Sénégal**

**Jean-François Llorens**, High Point University (NC)

À partir du film *Fate Kiné* de Ousmane Sembène, l'intervenant propose d'interroger quelques thèmes importants de l'identité francophone sénégalaise ayant trait à la modernité: sociale, économique, culturelle, et politique.

**S4505: Enseigner l'intraduisible: la notion d'aspect dans les conjugaisons françaises**

**Christian Roche**, Colorado College

L'identité culturelle et linguistique repose sur d'intraduisibles différences. Par exemple, il n'y a pas d'équivalence stricte entre les formes conjuguées des verbes, d'une langue à l'autre. On peut cependant enseigner l'intraduisible grammatical grâce à la notion d'aspect.

**S4506: Cultural Belonging in *Le Soleil Assassiné***

**Cynthia Running-Johnson**, Western Michigan University

This presentation examines the question of cultural belonging in the movie *Le Soleil Assassiné* by Franco-Algerian director Abdelkrim Bahloul. In part through the analysis of a scene and reference to an interview recorded with the director, the movie's portrayal of post-independence Algerian society in the early 1970's will be discussed.

**PROMOTION IN MOTION:  
"SWAP SHOP" SESSION IN  
QUEBEC**

At this summer's annual Convention in Quebec City, the AATF Commission for the Promotion of French will host its first "Swap Shop" session during which attendees will be able to present their own promotional materials which have been effective for them in their classrooms and in their communities. Although these materials should focus on National French Week, they are certainly not limited to this celebration. Below are a few examples of what we are looking for. If during National French Week, you show a film for which you have developed study guides and student-centered projects, please share your work with us. If instead of a film, your students are treated to an original Francophone culture unit, "person, place or thing," we would love to see it! Games, webquests, contests, favorite CD's, in-class and at-home recipes, videos of your students in concert or on stage, any media clips, National French Week programs, raffles, parent involvement, fund-raising and published articles—whatever you have done and whatever has worked for you—bring it to Quebec! You are our most important resource!

To organize this "Swap Shop," we ask that, if possible, you bring 40 copies of any written material which you will be presenting. If this is not possible, please don't back out! Whatever you can contribute to this session will be valuable. You need not prepare a formal presentation, and you should count on approximately 5 minutes. Please e-mail Joyce Beckwith [jbeckwith@wilmington.k12.ma.us], Commission Chair, and let her know that you intend to participate, what audiovisual requirements, if any, you may have and a one or two-line description of your subject.

The Commission needs YOU! Bring your creativity and your knowledge to the forefront! Share your successes with us!

Joyce Beckwith  
Commission Chair

**Promotional Materials**

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

**Check out the**

- **AATF Materials Center (p. 58)**
- **Poster series (p. 52)**
- **Promotional Flyers (p. 48, 50)**
- **Other Promotional Items (p. 10)**

# ACTIVITÉ POST-CONGRÈS DE 3 JOURS AU SAGUENAY—LAC-SAINT-JEAN

Vivez trois jours en plein cœur du Royaume du Saguenay et imprégnez-vous du meilleur de la culture québécoise! Histoire, art et nature vous attendent avec ce forfait qui vous laissera des souvenirs impérissables.... Organisé par l'Université du Québec à Chicoutimi.

## dimanche 10 juillet

- 12h00 Départ pour Tadoussac avec arrêt à Baie Saint-Paul en route
- 17h00 Arrivé à Tadoussac et visite du village
- 19h00 Prise de possession des chambres au luxueux Hôtel Tadoussac, suivi d'un souper avec animation et chansonnier

## lundi 11 juillet

- 7h30 Déjeuner au restaurant de l'hôtel
- 9h30 Départ de la croisière aux baleines sur le Fjord du Saguenay
- 12h30 Dîner au Café du Fjord
- 13h30 Départ pour Chicoutimi avec arrêt en route à Sainte-Rose-du-Nord
- 16h00 Prise de possession des chambres à l'Hôtel le Montagnais

17h00 Réception et cocktail dînatoire à l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi

20h00 Départ pour une balade au belvédère de la croix de Sainte-Anne, d'où vous aurez une magnifique vue sur la ville de Chicoutimi, suivi d'une promenade au Vieux Port.

## mardi 12 juillet

7h00 Déjeuner servi au restaurant de l'hôtel, Le Légendaire

8h00 Départ pour le Quai de La Baie

9h00 Départ du Bateau le Bagotville II en direction de la Nouvelle-France et visite de ce site, une reconstitution de la basse ville de Québec à l'époque de Samuel de Champlain; dîner à saveur du 17<sup>ème</sup> siècle servi sur place

13h30 Visite du Musée du Fjord de La Baie

17h30 Souper au restaurant le

Légendaire

19h00 Départ pour Arvida

20h00 Spectacle Québécoissime qui vous fera découvrir la chanson québécoise d'aujourd'hui jusqu'à ses origines, de Céline Dion à la Bolduc, le tout interprété par de talentueux artistes régionaux

## mercredi 13 juillet

7h30 Déjeuner au restaurant Le Légendaire

9h00 Départ pour Québec par le Parc des Laurentides

12h30 Arrivée à Québec

**Prix par personne** (le tarif inclut trois nuits d'hôtel, tous les repas, tous les frais d'entrée y compris les visites des musées, les spectacles et la croisière) La date limite d'inscription est le **2 mai 2005**.

- En occupation double **600\$ US par personne**
- En occupation twin (deux lits simples) **630\$ US par personne**
- En occupation simple **800\$ US par personne**

## Formulaire d'inscription

\*Date limite d'inscription: lundi 2 mai 2005

Prénom: \_\_\_\_\_ Nom de famille : \_\_\_\_\_

Sexe: \_\_\_\_\_ Masculin \_\_\_\_\_ Féminin Date de naissance : \_\_\_\_/\_\_\_\_/\_\_\_\_  
jour / mois / année

Nationalité: \_\_\_\_\_

Adresse permanente: \_\_\_\_\_  
\_\_\_\_\_

Pays: \_\_\_\_\_ Ville: \_\_\_\_\_

Zip ou code postal: \_\_\_\_\_ État: \_\_\_\_\_

Téléphone résidence: \_\_\_\_\_ Téléphone Bureau : \_\_\_\_\_

\_\_\_\_\_ Occupation double (\$600/pers US) \_\_\_\_\_ Occupation twin (\$630/pers) \_\_\_\_\_ Occupation simple (\$800/pers)

### NOMBRE MINIMUM DE PARTICIPANTS POUR GARANTIR L'ACTIVITÉ: 30 PERSONNES

SVP envoyez ce formulaire d'inscription dûment rempli accompagné de votre paiement à:  
Destination Nouveau Monde, 2397, rue Saint-Dominique, suite 202, Jonquière (Québec), CANADA G7X 6L1  
Payment accepted by check or money order. Inquiries: [info@destinationnouveau monde.com]

**CELEBRATE NATIONAL FRENCH WEEK**  
**NOVEMBER 2-8, 2005 & 2006**



# AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## 78<sup>th</sup> ANNUAL CONVENTION: QUEBEC CITY, JULY 7-10, 2005

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

### CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, opening reception, concert, and a *malette du congrès*. Pre-Registration will be accepted if postmarked by **June 1, 2005**. After this date, late registration will apply.

- |   |                              |       |
|---|------------------------------|-------|
| • Pre-registration fee (if postmarked by June 1)  | \$150 US                     | _____ |
| • Special full registration offer (if postmarked by June 1)<br><small>(also includes Welcome Luncheon, Awards Banquet, Friday or Saturday bus tour of Quebec &amp; tee-shirt)</small> | \$235 US                     | _____ |
| • 2005 Membership in AATF (required if you are not already a member for 2005)   | \$45 US                      | _____ |
| • 2005 First-time membership in AATF, if you have never been an AATF member<br><small>(This offer is good only on pre-registration. It will not apply on-site.)</small>               | \$0-included in registration | _____ |
| • Late or on-site registration fee (after June 1)   | \$200 US                     | _____ |
| • Emeritus registration (must be an AATF Emeritus member)   | \$80 US                      | _____ |
| • Student registration (includes AATF membership for 2005-2006)   | \$80 US                      | _____ |
| • Friend/Guest of AATF member (must not be a French teacher)  | \$100 US                     | _____ |

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

#### SUB-TOTAL REGISTRATION FEES:

\_\_\_\_\_

### WORKSHOPS

Descriptions of the workshops can be found on p. 56 of this issue.

#### Pre-convention Workshops:

Wednesday, July 6 (1:30-4:30 p.m.) \$25 US \_\_\_\_\_

001: Explorez, racontez, inventez: les contes de fées dans la classe de français (Kathryn Bulver)

Wednesday, July 6 (1:30-4:30 p.m.) \$25 US \_\_\_\_\_

002: Kirikou et la Sorcière et la Francophonie en Afrique de l'ouest (Regina Doyle Sternlicht)

Wednesday, July 6 (1:30-4:30 p.m.) \$25 US \_\_\_\_\_

003: Portrait de la Francophonie canadienne: sa culture et sa littérature (Jean-Denis Côté)

Wednesday, July 6 (1:30-4:30 p.m.) \$25 US \_\_\_\_\_

004: Connecting Classroom Instruction and Standards-Based Assessment (Nancy Gadbois and Bonnie Adair-Hauck)

#### Sunday Workshops:

Sunday, July 10 (8:30-11:30 a.m.) \$25 US \_\_\_\_\_

005: "Plongez dans le lac canadien-français: littérature, aventure, culture!" (Janel Lafond-Paquin)

Sunday, July 10 (8:30-11:30 a.m.) \$25 US \_\_\_\_\_

006: Le Québec, un pays, une musique (David Graham and Madeline Turan)

Sunday, July 10 (8:30-11:30 a.m.) \$25 US \_\_\_\_\_

007: Le Stage d'une famille américaine: perspectives sur la France contemporaine (Charlotte Gifford)

#### SUB-TOTAL WORKSHOP REGISTRATION!

\_\_\_\_\_

## OPTIONAL ACTIVITIES

(Descriptions are on p. 21-22 of the April *National Bulletin*; spouses and guests are welcome at meals and activities.)

Academic Credit through Webster University (one-hour graduate credit, see p. 13)	\$110 US	_____
AATF Welcome Luncheon (Thursday, July 7, 12:30-2:00 p.m.)	\$38 US	_____
Sugar Shack Excursion (Wednesday, July 6)	\$15 US	_____
Beaupré Coast Excursion (Thursday, July 7)	\$25 US	_____
Theater Workshop Excursion (Friday evening, July 8)	\$15 US	_____
Excursion (this excursion will be repeated four times; please indicate 1 <sup>st</sup> and 2 <sup>nd</sup> choices)	\$10 US	_____
Friday, July 7, 9:15-11:15 a.m. _____	Saturday, July 8, 10 a.m.-12 p.m. _____	
Friday, July 7, 3:15-5:15 p.m. _____	Saturday, July 8, 3-5 p.m. _____	
AATF Awards Banquet (Saturday, July 9, 7:00-9:00 p.m.)	\$55 US	_____
Post-convention excursion to l'Île d'Orléans (Sunday, July 10, Departure 12:00 p.m.)	\$15 US	_____
Three-day post-convention excursion to the Saguenay (see page 38 to register)		_____
<b>SUB-TOTAL OPTIONAL ACTIVITIES</b>		_____

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

### Quebec City Souvenir Tee-Shirt

(Tee-shirts are white and carry the convention theme: "Le Français: langue de la diversité." They feature the convention logo, the painting "Métis" by the artist Paulette Foulem. The shirts will be delivered at the convention.)

Please indicate size and quantity.	L or XL	_____ at	\$15	_____
	XXL	_____ at	\$16	_____
<b>AATF Tee-Shirt: "Le Français m'ouvre le monde"</b>				
Please indicate size and quantity	L or XL	_____ at	\$15	_____
	XXL	_____ at	\$16	_____
<b>SUB-TOTAL TEE-SHIRTS</b>				_____

**TOTAL PAYMENT DUE:** \_\_\_\_\_

\_\_\_\_\_ This is my first AATF convention.

\_\_\_\_\_ I am interested in finding a roommate for the Quebec convention. Use the information on the other side of this form to contact me.

**PAYMENT:** Payment may be made by check or credit card. Canadian and Foreign members must pay by check in US dollars drawn on a US 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, 2005**. A \$25 fee will be assessed to cover administrative costs. NO refunds after June 15, 2005. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.

# CHAPTER NEWS

## Downstate Illinois Chapter

Emphasis this year has been on French historic roots. At the annual ICTFL conference, Anna Amelung of St. Louis gave a presentation on Mme Chouteau, *dite la mère de St. Louis*. All who heard her presentation were fascinated by the early French influence in this area.

Chapter members were invited to spend a day discovering the rich French heritage of southern Illinois, including visits to historic sites and festivals organized by President Gwenne Hickman. The day began with a visit of Kaskaskia Island where the Kaskaskia Bell, bearing an inscription by Louis XV, is located.

Participants then drove to the Pierre Menard house for a tour and video presentation. Pierre Menard was the first Lieutenant Governor of the State of Illinois. After a box lunch in Fort Kaskaskia State Park, members continued on to Fort de Chartres to view the reenactment of a winter encampment during the French and Indian Wars. Later Dr. Margaret Brown gave a lecture on the *Voyageurs*. This was followed by the *Fête du Bon Vieux Temps* in Cahokia, where living

history activities took place in Cahokia's landmark 18<sup>th</sup> century buildings. Later in the evening participants were encouraged to attend the Colonial Mardi Gras Bal. All who attended will be able to make French more relevant to their students due to their participation in this unique event.

Submitted by Ann Sunderland  
Region VII Representative

## Greater Kansas City Chapter

The chapter was pleased to welcome back President Kathleen Madigan who recently returned from a yearlong stay in Dakar, Senegal. She shared many of her experiences in a PowerPoint presentation for AATF members and members of the *Alliance française*. Katie discussed her experiences as a Fulbright lecturer/researcher at the *École normale supérieure de Dakar*. Through pictures of her Senegalese colleagues and friends, places visited and music concerts attended, the attendees were able to enjoy a window into this West

African country. She also discussed her research project with Senegalese women writers. The display of authentic objects such as clothing, fabrics, musical instruments and books made the presentation a unique event. Wine and other refreshments were served at the conclusion of the presentation.

In December members of the chapter gathered in Weston, Missouri for lunch. Weston is a delightful town north of Kansas City that has many antebellum homes and a lovely main street full of interesting shops. It is also home to the National Silk Art Museum, housed above Charlemagne's

restaurant. Owner John Pottie discussed his vast collection of Jacquard silk tapestries of the 19<sup>th</sup> and 20<sup>th</sup> centuries. As he passed his Jacquard silk pictures around the table, all were awed by the detail and beauty of these masterworks. Apparently these fabrics have evoked the interest of a Louvre museum representative, who has visited Weston to view them.

Submitted by Ann Sunderland  
Region VII Representative

## Iowa Chapter

The chapter sponsored a *Tête à Tête* gathering in collaboration with the University of Northern Iowa. President Sherri Condon worked with Dr. Anne Lair of UNI in order to organize this day-long event. Free to all French teachers, the purpose was to promote the French language and its cultures while also reaching out to new and student teachers. All AATF members were asked to invite a new teacher or a student teacher to attend in order to support those

new to the profession. Veteran teachers were also asked to bring an idea, a concept or a worksheet to share. Several UNI French faculty presented sessions on culture and technology, *la Francophonie*, and literature in the curriculum. The chapter plans to work with other universities and colleges in the state to host other events falling under the *Tête à Tête* umbrella.

At the Iowa World Languages Conference Region VII Representative Ann Sunderland presented a session on the variety of programs available through the AATF. She provided support as well as strategies to promote French and increase AATF

membership in the state. Sherri Condon and the officers of the Iowa chapter expect a surge in membership due to the enthusiasm and energy evidenced by AATF members at the conference.

The chapter welcomes a new administrator for the *Grand Concours*. After years of dedicated and invaluable service, Lowell Hoeft has passed the torch to Theresa Juhl of Iowa City West High School. All Iowa members wish to thank both of them for their dedi-

cation to and support of the teaching of the French language in Iowa.

Submitted by Ann Sunderland  
Region VII Representative

## Kansas Chapter

The chapter held its fall meeting in conjunction with the Kansas Foreign Language Association conference. Due to the initiative of President Mary Alice Schroeger, a number of French sessions were offered. Regional Representative Ann Sunderland presented two sessions, one of which addressed the advantages of becoming an AATF member. Following a brief business meeting, members proceeded to Alba, Missouri, where they enjoyed an excellent French dinner.

Over 400 students in Kansas participated in the 2004 *Grand Concours* last spring. Prizes consisting of medals, posters, buttons, French notepads, books, and dictionaries were distributed to chapter and national level winners. Several students per-

### CHAPTER CHECKLIST

- Encourage members to attend the 2005 AATF convention in Quebec: July 7–10, 2005.
  - Promote at meetings and through newsletters and participate in the AATF Book Club: Myrna's List for 2005 (See article on page 7).
  - Send, on an on-going basis, chapter newsletter and chapter news to Regional Representative, *National Bulletin* Editor (Jane Black Goepper) and national President (Margot Steinhart)
  - Commit to sending chapter president to AATF national convention in Quebec and to presidents' meetings scheduled for the afternoons of July 6 and July 10, 2005
- Has your chapter responded to these past requests?**
- Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu]
  - Identify advocacy liaison and submit name to Regional Representative AND Robert (Tennessee Bob) Peckham [bobp@utm.edu]
  - Send copy of chapter constitution and by-laws to national headquarters [abrate@siu.edu].

formed exceptionally well at the national level. The names of all chapter level and national level winners were published in the fall edition of the *KFLA Bulletin*. A sincere note of thanks goes to Jean Salien, who managed the contest for both the Kansas and Kansas City chapters.

A grass roots program entitled "Deux Plus Un" has been launched by the chapter in order to connect Kansas French teachers and mentor new teachers. This special program provides French teachers the opportunity to attend an informal social gathering at least once every four months in one of the larger population centers located throughout Kansas. The idea is to create local networking relationships and then have all French teachers come together once a year at the KFLA conference. A call has gone out to members throughout the state to spearhead "Deux Plus Un" social gatherings. It is hoped that this program will help to promote and support the study of French in Kansas.

Submitted by Ann Sunderland  
Region VII Representative

#### Metropolitan New York Chapter

The chapter participated in the organization of the commemoration ceremonies in honor of the 100<sup>th</sup> anniversary of the death of the sculptor Frédéric Bartholdi. Evelyn David and Harriet Saxon represented the AATF on the committee to organize this very special event which took place on October 3<sup>rd</sup> at the Statue of Liberty. The idea of the commemoration was initiated by Thierry Kranzer, Associate Press Officer of the United Nations, and the President of the *Union alsacienne*. French associations from the metropolitan region were invited to participate in the event. More than 300 people attended on a magnificent Sunday morning with a clear blue sky at the foot of the Statue. They were all welcomed by National Park Service Ranger Bill Maurer. Adrian Zeller, President of the Regional Council of Alsace, Richard Riehm, Mayor of Colmar, and François Brunagel, President of the International Union of Alsacians, were among the dignitaries who attended and presented special welcomes.

A special presentation was made by two students who represented the winners of the *Concours de la Statue de la Liberté*, which had been held in 2001. The final awards ceremony never took place because of the tragedy of September 11<sup>th</sup>. Two winners of the *concours*, Cynthia Ramirez, a former student of Evelyn David and Jonathan Balkan, a former student of Joyce Monroe, represented the students who partici-

pated in the contest organized by the *Service culturel de l'Ambassade de France*, and the chapter. The students were joined by Evelyn David and Joyce Monroe and their families. Many other chapter members attended this beautiful ceremony which concluded with a gourmet buffet offering specialties from Alsace and a special guided tour of the Statue.

Pour la Journée pédagogique de la NYCAFLT-UFT à John Jay College CUNY, le professeur Debra Popkin a présenté un atelier sur les chansons de Charles Aznavour, "Apprendre le français et la culture française par la musique." Mme Popkin a distribué aux professeurs de lycée et d'université des informations sur la vie et l'œuvre d'Aznavour qui venait de fêter ses 80 ans. Elle a montré des vidéos et a offert des suggestions pour exploiter ses chansons, "La Bohème," "Hier encore," "Il faut savoir" et "Non, je n'ai rien oublié" pour enseigner la prononciation, la grammaire, le vocabulaire et les thèmes culturels. Comme chaque chanson d'Aznavour est un petit sketch, les participants ont pu inventer des scènes dramatiques et des jeux de rôles pour expliquer ce qui s'est passé avant la narration de la chanson et ce qui se passera par la suite. Plus de 40 personnes ont assisté à cet atelier. À une table spéciale d'accueil, le chapitre a distribué des brochures sur le français et le monde francophone et les événements dans la région de New York. Il y a eu une tombola pour gagner un abonnement gratuit. Plusieurs nouveaux membres se sont inscrits à l'AATF ce jour-là.

Françoise Santalis  
Présidente

#### Minnesota Chapter

The Minnesota chapter had a busy, pro-

ductive fall with a constant series of events bringing members together both professionally and socially. Co-Presidents Mary Ellen Kasak-Saxler and Michèle Cassavante and other chapter officers organized and offered several workshops. They sponsored a workshop on Martinique and Haiti that was very well attended. In October the chapter was well represented at the Minnesota Council on Teaching Languages and Cultures Conference with several workshop sessions presented by Minnesota AATF members. The annual dinner that occurs as part of the conference was a great success. The dinner was attended by twice as many members as in years past. It provided an opportunity to thank several dedicated members for their years of outstanding service to the chapter. Honored were Françoise Denis for her work as editor of the chapter newsletter, *Les Reflets* and La Rae Ellingson for her many years of service as treasurer. Also honored was the 2004 Teacher of the Year, Patricia Deckas-Becerra. A highly respected teacher of 34 years, Pat is known for her generosity, creativity, energy and enthusiasm.

The chapter remains committed to finding new ways to reach teachers and extend professional opportunities to new members. These efforts include underwriting the cost of participation in various chapter events such as the annual dinner, workshops, and the book club for teachers in their first three years of teaching. In addition, members have found that the listserv is timely and effective as a tool to share ideas and information.

The *Cercle de Lecture* successfully continues into its fourth year as it brings together secondary and post-secondary teachers for lively and rewarding discussions. *Québécois* writers have been fea-



Photo taken at the foot of the Statue of Liberty: (left to right) Harriet Saxon, Evelyn David, Cynthia Ramirez, Joyce Monroe, Jonathan Balkan

tured for two years. This year participants have chosen to explore several novels and selected poems of Anne Hébert.

The chapter looks forward once again to strong participation in not only the *Grand Concours* but also *À Vous la parole*. In 2004 the *Grand Concours* drew over 1500 students and *À Vous la parole* over 800. The success of both contests is in large part due to the exceptional efforts of Mary Ellen Weller, National French Contest Administrator, and Clare Hagen, co-coordinator of *À Vous la parole*. The chapter is grateful for their generous, dedicated service.

In an attempt to foster relationships and provide a relaxing, enjoyable evening at a difficult time of year, chapter officers are organizing a first of its kind wine tasting event entitled "Un Tour de France, pas comme les autres." Scheduled for the end of April, this event was the most popular option among several possibilities presented and discussed.

Submitted by Ann Sunderland  
Region VII Representative

#### Nebraska Chapter

The Chapter met at the annual Nebraska International Language Association (NILA) Conference. President Stephen Plank presented the French Teacher of the Year award to Rosalie Goldberg for her outstanding teaching in the Kearney Public School System. Members voted to hold a *Séjour sans souci* weekend in the fall of 2005 to recruit and mentor French teachers in the state. The recent success of last March's *Auberge de jeunesse*, an organized weekend for 100 high school French students in which they competed on teams in various French activities, inspired the group to schedule another for the fall of 2006.

National French Week in Nebraska was a busy time. Activities included a group in Lincoln performing the short plays *Tragédie*, *Bronches*, *Un Remeugle*, *La Survivante*, and *Le Goéland* by author Jean-Michel Ribes and organized by AATF member Marshall Olds of the University of Nebraska, a TPR story-telling workshop in French for young children at the Children's Museum in Omaha by AATF member Emily Kaminski, a contemporary French music presentation for 65 students at Creighton Preparatory High School by Creighton University Professor David Vanderboegh, and the showing of the French film *Cross My Heart* at the University of Nebraska at Omaha.

Participation in the National French Contest increased considerably in Nebraska in 2004: 967 students and 37 teachers representing 28 schools participated. Once again, many prizes were awarded to honor the achievements of Nebraska's young French scholars. Over 250 participants re-

ceived chapter laureate certificates this year, and over 120 of those students also won prizes. First through third place winners received medals. In addition, first place winners received a CD or a hardback book; second place prizes were a poster or a book; and art reproductions were awarded to third place winners. Additional prizes, including art reproductions, books, and notebook dictionaries, were awarded to the other students who placed in the top 10% in the state at each level. Contest revisions resulted in a record number of national medal winners: 43 in Nebraska! Among them were two gold medallists and one silver medallist. Peter Olds, Lincoln High, and Nicole Johnson, Papillion-LaVista South, placed first nationally in Levels 5 and 2 respectively. Eliza Buelt, Papillion-LaVista South, placed second nationally. Congratulations to all the winners as well as to Nikki McDonald who is contest administrator.

Submitted by Ann Sunderland  
Region VII Representative

#### New Hampshire Chapter

Nous voilà de retour de la conférence à Portsmouth. Quel endroit magnifique! Comme de coutume nos collègues de langues avaient fait le nécessaire pour rendre l'occasion professionnelle mais aussi confortable pour nous tous. Merci!

Plus d'une vingtaine de membres, jeunes et moins jeunes, sont venus à notre réunion annuelle. Tout en prenant un pot offert par notre organisation, nous avons échangé nos points de vue sur différents programmes auxquels certains d'entre nous ont participé tels que le programme de l'Université de Moncton dans la région acadienne (Mel Bourgault); atelier de Perpignan (Diane Nichols).

Barbara Cooper a parlé du livre *Monsieur Ibrahim et les Fleurs du Coran* qui sera discuté à UNH; le Club Richelieu nous a encouragés à inscrire nos élèves au concours oratoire Marcel Bourque.

Nous avons ensuite présenté Georgia Jarell qui est notre toute nouvelle responsable pour «advocacy». Ginny Pinard (trésorière) nous a montré une vidéo sur un atelier Molière qui a eu lieu en mars.

Après avoir décidé d'augmenter de 3\$ notre cotisation annuelle pour l'année prochaine, nous avons élu un nouveau comité d'administration. C'est avec plaisir que nous vous annonçons donc que Michelle Cotnoir est maintenant secrétaire; Barbara Cooper Vice-présidente; et Celeste Feren, Présidente; Janice Hennessey est «mentor chairwoman» pour aider tout nouveau professeur ou programme. Jim Lambert continue à diriger le Grand Concours, et Ginny Pinard est trésorière. Nous souhaitons la bienvenue à notre nouveau bureau exécutif et nous les

remercions de nous offrir leurs services bénévoles.

Nous voulons remercier Mel Bourgault de ses services à notre chapitre en tant que secrétaire. Mel part à la retraite à la fin de l'année. Elle a toutes sortes de projets dont je suis jalouse. Personnellement, je voudrais remercier les membres du chapitre de leur soutien et de leurs encouragements ces dernières années. J'ai été contente d'avoir pu participer et d'avoir pu aider quelques uns d'entre vous avec mon ordinateur et mon peu de connaissances technologiques. D'après vos témoignages, c'est un outil pratique que d'avoir une sorte de point central que l'on peut utiliser pour collaborer, s'entraider et véhiculer des messages. Donc, je continuerai à vous servir si vous avez besoin de communiquer avec les membres de notre groupe.

Marie-Claire Wheeler  
Présidente

#### Ohio Chapter

The chapter held a meeting at Case Western Reserve University (CWRU). Invitations were extended to French teachers of the Cleveland Municipal School District and to *La Maison française de Cleveland*. CWRU French Professor and AATF member Cheryl Toman used a \$500 chapter grant and other resources to organize a weekend Multicultural Music Festival, "Music through the Storm: Women, War, Music and Identity." Events included the session where chapter needs were announced as well as scholarship opportunities and the upcoming national convention in Quebec City. Chapter items discussed were primarily the importance of dues payment (Secretary/Treasurer Jean Morris is very active in attending to this area), and the continued search for a mentor liaison for the *Tête à Tête* pairing of veteran/retired teachers with new/solo teachers. Active members received a complimentary AATF-OH tee-shirt. After a light buffet, approximately thirty members and invited guests participated in a round table discussion with noted Francophone artists: Evelyne Accad, originally from Lebanon, who composes and sings in French; Marylene Ingremeau, a French singer integrating Western and Eastern influences; Kristin Lems, an American folksinger who has lived in Algeria; and Moroccan percussionist Kouhen Khalid.

Chapter members were very involved during the cosponsored Central States/Ohio Foreign Language Association Conference in Columbus. Since Vice-President Deborah Stout serves on the OFLA Executive Board as our representative, numerous Francophile events were coordinated with the conference. Member Sarah Shackelford serves as our advocacy liaison,

linking membership to promoting French within the classroom and in the learning community, and in keeping political awareness at a forefront. After the annual Business Meeting where national President Margot Steinhart and Executive Director Jayne Abrate shared thoughts, members joyed directly into a wine tasting sponsored by McDougal Littell, a very popular event led by Region II (New England) Representative Jean-Pierre Berwald. Members had the choice of attending a wonderful folk guitar concert by Josée Vachon or going to a French restaurant. Two other Francophile sessions among many during the conference included an all-day French immersion workshop and a well attended book discussion of Anne Hébert's *Kamouraska*.

Submitted by Rita Stroempl  
President

### South Dakota Chapter

The chapter met at the annual conference of the South Dakota World Language Association. President Scott Fish presided over the meeting that was preceded by a luncheon. All attendees received a list of AATF members in the state of South Dakota, as well as names and addresses of others interested in the teaching of French.

AATF members present decided to work together on a simple advocacy idea related to National French Week. Each member was asked to organize a French-related event in his or her school or town. Any type of event that celebrated the French language and Francophone cultures was encouraged. At the completion of these events, teachers were invited to send pertinent information to Scott, who put together a complete list for the SDWLA listserv. He also sent out press releases to state newspapers and television stations. It is hoped that this free publicity about French language and Francophone cultures, as well as the importance of studying French, will serve to promote the study of French throughout the state of South Dakota.

Submitted by Ann Sunderland  
Region VII Representative

### Wisconsin Chapter

The chapter kicked off the school year with a meeting of SWAAF, the Southeast Wisconsin Academic Alliance in French, of which the chapter is a charter member. Members convened on the campus of the University of Wisconsin-Milwaukee and enjoyed a repeat performance of Anita's session about French bashing and tolerance. Anita and Larry Kuiper (UW-Milwaukee) also shared the national advocacy initiative under the direction of "Tennessee Bob" Peckham, and the chapter's new Web site entitled "Why Wisconsin Needs French" ([www.uwm.edu/~alkhas/winfrench/](http://www.uwm.edu/~alkhas/winfrench/)).

The chapter held its annual business meeting during the Wisconsin Association of Foreign Language Teachers (WAFLT) conference. The meeting featured Brigid Globensky, Education Director at the Milwaukee Art Museum, who spoke about the upcoming Degas exhibit and how teachers can use the exhibit as a focus in the classroom. (information available at [[www.mam.org](http://www.mam.org)]). Members also met Nicolas Gachon, director of *France-Synergies*, the new French Resource Center at the UW-Madison [[www.france-synergies.org](http://www.france-synergies.org)]. Most importantly, Ann Line was recognized as the 2004 Distinguished French Educator of Wisconsin. Ann, who retired in June after over thirty years of teaching French in Wisconsin, has actively served the chapter as president, *Concours Oral* coordinator and presenter at WAFLT and SWAAF conferences. The chapter also honored Jean Mano (Racine) and David Hammond (St. John's Military Academy) with Certificates of Recognition for their dedication to the chapter as Secretary-Treasurer and Coordinator of the *Concours Oral*, respectively. Finally, new officers were introduced. Mary Mann (Brookfield Central) is president-elect, and will take over in July 2005. Wanda Rimstead-Meyer (Amery High School) the new Secretary-Treasurer, has already taken over the reins. Paula Shewmake (Manitowoc) and David Wyatt (Nicolet) are the new coordinators of the *Concours Oral* and the *Grand Concours*. Thanks to all the new officers for your commitment to the chapter.

*Félicitations* to Wisconsin members who have achieved National Board Certification! They are Paula Shewmake, Lisa Myer, Jaci Collins, and Teri Knight.

Submitted by Ann Sunderland  
Region VII Representative

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### 2005 AATF EXCELLENCE IN TEACHING AWARD WINNERS

The AATF Dorothy Ludwig Excellence in Teaching Award Committee is pleased to announce the winners for this year's outstanding teaching award.

The winner at the post-secondary level is Professor Betsy Kerr, member of the Department of French and Italian at the University of Minnesota.

The winner at the secondary level is Claude Gérard Boutin who teaches French and chairs the Foreign Language Department at the Fort Ben Baptist Academy in Sugar Land, Texas.

The winners will be honored at a special awards luncheon to take place this July at the AATF Annual Meeting in Quebec city.

Jean-Pierre Berwald  
Chair, 2005 Award Committee

## AATF MEMBERSHIP DRIVE 2005

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 three-for-one incentive to current members to recruit new members. If the current member can get three new members to join, 2005 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's preprinted renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2005, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [[www.frenchteachers.org](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!

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 2-8, 2005**  
*Take French out of the  
classroom and into the  
community!*

# MOTS CHASSÉS:

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Exercices sur l'article «la Vie des mots» paru dans la *French Review*, Vol. 78, No. 1 (October 2004). Le corrigé se trouve à la page 51.

- I. Barrez le mot erroné et remplacez-le par le mot juste.
1. Le bac est un examen interne
  2. 80% d'une période d'âge devrait réussir au bac.
  3. Les copies de bac sont envoyées à un centre reproducteur.
  4. Les épreuves anticipées de français se passent en classe de terminale.
  5. Le latin est une langue vivante.
  6. Dans le bac L ce sont les maths et la physique qui prédominent.
  7. Toutes les notes des élèves apparaissent dans le livre scolaire.
  8. Le bac S.T.I. est un bac littéraire.
  9. L'anglais en France s'enseigne à doses intensives.
  10. Mr X. est ministre d'Académie.
- II. Commencez une proposition avec *si* en utilisant le verbe donné au temps exigé et terminez la phrase.
1. Si je (avoir au plus-que-parfait) le bac, \_\_\_\_\_.
  2. S'il (réviser à l'imparfait) son bac sérieusement, \_\_\_\_\_.
  3. Si le jury (être au présent) souverain \_\_\_\_\_.
  4. Si cet élève (orienter au plus-que-parfait) dans cette filière S, \_\_\_\_\_.
  5. Si cette épreuve (se dérouler au plus que parfait) en deux heures, \_\_\_\_\_.
- III. Remplacer les blancs par l'adverbe approprié (mal, bien, beaucoup, déjà, trop, encore).
1. Je suis navrée: les épreuves de mes élèves se sont \_\_\_\_\_ déroulées.
  2. Il est trop tard: votre dernière mauvaise note est \_\_\_\_\_ annexée à votre livret scolaire.
  3. Tu ne comprends donc rien! Tu as \_\_\_\_\_ fait les mêmes fautes dans ton thème anglais!
  4. \_\_\_\_\_ c'est \_\_\_\_\_! J'en ai assez de corriger tant de copies.
  5. Le bac L est paraît-il \_\_\_\_\_ plus facile que le bac S.
- IV. Développer les sigles suivants:
1. le bac S.T.T.
  2. le bac E.S.
  3. le bac S.TI.
  4. L.V.1
  5. Le bac S.M.S
- V. Trouver dans la seconde colonne le mot qui correspond à chaque définition.
- |   |                 |
|---|-----------------|
| A. qui se renouvelle chaque semaine               | 1. massicot     |
| B préparer le bac superficiellement et rapidement | 2. anonyme      |
| C. machine à couper le papier                     | 3. Académie     |
| D. personne dont on ignore le nom                 | 4. hebdomadaire |
| E. Circonscription universitaire                  | 5. bachoter     |

Colette Dio, Nancy, France

## EASTFIELD COLLEGE RECEIVES PRESTIGIOUS FULBRIGHT-HAYS GRANT AWARD FOR SUMMER SEMINAR IN SENEGAL

The U.S. Department of Education Fulbright-Hays Group Projects Abroad Program (GPA) recently awarded Eastfield College \$66,000 to support a short-term seminar in Senegal, West Africa. Dr. Sherry Dean, Eastfield College professor of Speech and French, and Dr. Lincoln Rolling, Professor of History and Government at Cedar Valley College, will lead the seminar entitled "History, Religion, and Cultures in Senegal" (HRCS).

The Fulbright-Hays GPA Short-Term Seminar Program provides grants to help integrate international studies into an educational institution's general curriculum. Dr. Dean established the first Dallas County Community College System's Senegal Summer Seminar in 1998 while a professor of French and Speech at Mountain View College. Since that time, more than 50 students, faculty, and staff have studied in West Africa. Dr. Dean continues her leadership in global education at Eastfield College.

The purpose of the Seminar is to provide fourteen participants with a four-week immersion experience into the historical, sociocultural, educational, religious, and political systems of Senegal. Participants will learn and practice key terms and phrases in Wolof and French relevant to understanding these topics and to facilitate travel. This seminar, conducted in June 2006, will provide opportunities for public school and college area studies and French teachers with knowledge of Francophone West Africa, enabling them to internationalize their curriculum. Each participant will be responsible for developing a teaching unit (product/project) that may be disseminated to other teachers and college faculty throughout the State of Texas.

The Project is conducted in collaboration with Cedar Valley College, the North Texas Chapter of the AATF, Lycée Ameth Fall (St. Louis, Senegal), Université Gaston Berger, The Summer Institute of Linguistics International, and Caritas, the Catholic Relief Services of Senegal. DCCC faculty in area studies or French and North Texas secondary school teachers in area studies or French are eligible to apply. Selected participants will be paired with Senegalese counterparts who will assist in the collection of artifacts and in-country resources to strengthen the teaching/curriculum unit projects that will be created.

Participants must commit to enroll in two college-level courses for four credit hours and complete three international service learning projects for a total of 15 hours. Among the planned activities are

lectures by Senegalese faculty; visits to Koranic schools, public schools, and university; visits with Senegalese officials; participation in service learning projects and visits to important historical and cultural venues.

Upon returning to the U.S., the AATF will help facilitate the participants' final development of teaching unit projects. Eastfield will develop and maintain a Web site of projects so that the impact of this short-term seminar will be felt throughout Dallas County and the State of Texas. "We are extremely grateful to be awarded the Fulbright as it will enable us to expand important educational and community building projects between the DCCC and our Senegalese partners," says Dr. Dean.

"Fulbright-Hays Training Grants are arguably the most prestigious and most competitive awards for international education," says Dr. Cheryl Green, Dean of Resource & Community Development at Eastfield College. "These awards are usually awarded to four year colleges and universities, such as Yale, Stanford, and Princeton. Very few Fulbright grants are awarded to two-year institutions. This grant is affirmation of not only the strength and excellence of Dr. Dean and Dr. Rolling's Senegal project, but also the support of international education throughout the Dallas County Community Colleges."

For more information, contact Dr. Sherry Dean, professor of Speech and French and HRCS Program Director, at (972) 860-7129 or Dr. Cheryl Green, Dean of Resource & Community Development, at (972) 860-8379.

## CÉLÉBRATION DU BICENTENAIRE DE LA NAISSANCE DE GEORGE SAND À MEREDITH COLLEGE

En 2004, les Département de Langues et Littératures étrangères et de Musique de Meredith College se sont associés pour commémorer la naissance de l'écrivain romantique en organisant ensemble un festival George Sand/Frédéric Chopin. Parmi les événements qui nous ont donné le bonheur de redécouvrir l'œuvre et la personnalité des deux artistes, il y eut d'abord l'excellent spectacle dramatique *George Sand-Gustave Flaubert, échanges épistolaires* créé par Catherine Masson sur la base de l'abondante correspondance entre les deux auteurs.

Devant une salle comble composée d'étudiants, de professeurs et de francophiles de tous poils, les deux acteurs français Claude Beauclair (dans le rôle de Gustave Flaubert) et Françoise Mojeret (dans le rôle de George Sand) se sont entretenus à batons rompus pendant plus d'une heure sur des sujets chers aux deux romanciers.

Ce fut ensuite le tour d'Adam Wibrowski, professeur au Conservatoire de Paris, d'évoquer, dans une conférence pleine de verve et d'humour, l'univers musical des deux artistes pendant leurs divers séjours à Paris. La projection du film provocant de Diane Kurys, *Les Enfants du siècle* (1999), nous permit de partager les déchirements qu'éprouva Sand pendant sa liaison tumultueuse avec le jeune et tourmenté Alfred de Musset.

Enfin, sous la houlette des professeurs James Fogle, Brent Pitts, et Véronique Machelidon, fut créé, sous le titre «Une Soirée chez George Sand et Frédéric Chopin à Nohant», un récital public de textes littéraires et d'œuvres musicales. Les étudiantes de musique et de français, soutenues par leurs professeurs, eurent l'occasion de goûter les feux de la rampe et d'exprimer les profondes connivences artistiques entre la romancière et le génial compositeur franco-polonais. Trois concerts Chopin ont clos ce festival qui, nous l'espérons, a permis à de nombreux Caroliniens de tous âges de découvrir deux figures emblématiques du romantisme français.

Si vous désirez accueillir dans votre école la troupe de Meredith College dans le récital, «Une Soirée chez George Sand et Frédéric Chopin à Nohant», contactez le Professeur Véronique Machelidon à [machelidonv@meredith.edu]. Enfin, le site [www.meredith.edu/forlang/] fournit de plus amples informations sur le programme.

Véronique Machelidon  
Meredith College (NC)

### SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

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

**In French or English!**

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

# INCREASING FRENCH ENROLLMENT IN MIDDLE SCHOOL PROGRAMS

Two years ago Glenview District 34 opened a brand new middle school, Attea, in addition to my existing middle school, Springman. For any other teacher, this would be great news. For a French teacher with dwindling enrollments, it was a reaffirmation of having to get out there and really rally for saving the French program! It was up to my colleague and me to invigorate the French curriculum and to get the word out to the fifth graders that French was indeed the place to be.

The first place to start was the "Fifth Grade Parents' Information Nights," held in the spring. We came armed with pamphlets about "Why Learn French," "Where French is Spoken in the World," and a list of all of the Illinois companies that hire French speakers. We fielded the most difficult questions given the current political environment and the erroneous belief that "Spanish is easier to learn." We explained to parents that one of the basic premises of middle school philosophy is that students should be given choices. When students select their own language, they feel ownership and will try to be successful in it. This explanation that their child should have input in the decision-making process netted us each two large sixth grade classes. Being also a Spanish speaker, I appealed to the Spanish-speaking parents in the audience that their child belonged in the French classroom where he/she would be challenged and engaged in learning "a cousin language" to Spanish.

The French Department has made extracurricular activities and field trips a vital part of our curriculum. From sixth grade continuing through eighth grade, we integrate the students into the French-speaking community. Field trips this year included French cooking demonstrations. After the demonstration I sent students on a scavenger hunt. The shopkeepers in the area were very willing to place French items in their windows to help with the hunt. Many of my students returned home with fresh *baguettes* under their arms to share with their families.

Other field trips have included a visit to the Museum of Contemporary Art where we engaged a French-speaking docent to guide the eighth graders through the current exposition at the museum. Afterwards, we sampled *crêpes* and shopped for chocolates.

Every spring, as part of their food unit, the eighth graders dine at a French restau-



rant. Chef Charlie Socher makes a special *plat* for the group, and there is always a theme for the event. One time a Moroccan spoke about Morocco and Chef Charlie served a wonderful *tagine et couscous*.

This year, the sixth grade classes will visit the Field Museum and partake in a program on French West Africa. The seventh graders visit the Art Institute yearly to view and study Impressionist Art. At every opportunity, we invite French-speaking guests to class to talk about their country or their personal experiences living in another country. We have welcomed guest speakers from Belgium, France, and Quebec.

One of the most important things we have done is to establish a thriving French Club. At both middle schools we have combined the French and Spanish clubs into one large social club, the Global Language Club. It meets monthly and includes guest speakers, *Mardi Gras* celebrations, mini film festivals, and arts and crafts sessions. We also use the club to plan two major events: *La Semaine du Français* and National Foreign Language Week. This year the students decided to kick off *la Semaine du Français* by designing their own t-shirts for the opening day's events. Our art teacher volunteered to be the photographer and took many photos which we proudly displayed in our trophy case for all to see. Both middle schools had the front halls decorated with blue, white, and red balloons and special planned events throughout the entire week. We had students make the morning announcements in French and held trivia contests. We created a special French menu prepared by the cafeteria staff at all the elementary schools in the district. During *la Semaine du Français* and National Foreign Language Week we decorate the halls of the elementary schools with promotional and informational French posters to better inform the fifth graders about learning and

selecting French as their future language choice!

The publicity continues in the spring when we either visit the elementary schools with a short program or have the elementary students visit us. We let our own French students be in charge of the promotion. They talk with the fifth grade students about why they have selected French, about school activities and field trips, and, most of all, the fun they have participating in

*Le Grand Concours*. The best publicity often turns out to be our own students. By giving students choices and ownership in learning French, we can continue to successfully increase our enrollments!

Marianne Hockman  
Glenview School District  
Chicago, IL

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## AATF MAY WORKSHOP IN CHICAGO

A one-and-a-half day workshop "Comprendre et utiliser les médias français en classe de langue," with Jean-Noël Rey, media specialist at *le Centre de Liaison de l'enseignement et des médias d'information (CLEMI)*, in Paris will take place May 6-7 on the campus of Northwestern University, Evanston, IL. Sponsored by the Chicago/Northern Illinois AATF Chapter, French Cultural Service, Northwestern University, and North Park University (Chicago), this event will include Friday morning and afternoon sessions with M. Rey (including breakfast and a box lunch) as well as a Saturday morning session (breakfast included) followed by the AATF Spring Chapter luncheon and awards ceremony. Cost for the full workshop is \$70. A one-half day Saturday option is also available for a \$50 fee. Illinois CPDUs will be available for both days of the workshop. Local and Chicago hotel and restaurant information will be available on request as well as transportation information for Saturday evening dining and cultural events in Chicago. To register or to obtain further information, please contact: Eileen Walvoord, Program Chair, AATF NoIL/Chicago, 2525 Lawndale Avenue, Evanston, IL 60201; Tel: 847.626.2139/847.328.9516; Fax: 847.626.3340; [eilwal@niles-hs.k12.il.us].

## SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. For a short time, limited quantities of the flyer will be offered to AATF members free of charge.

Send a self-addressed stamped business-size envelope to National Headquarters with a note requesting the new flyer.

\$.37 postage required for 4 copies of the flyer

\$.60 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.10 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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## 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 58. 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 58 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* 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.

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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 \_\_\_\_\_

# 2005 NC STATE FRENCH FESTIVAL

The French Section of the Department of Foreign Languages and Literatures at North Carolina State University sponsored a French Festival for Wake County middle school and high school teachers and students of French. This event was timed to celebrate the 2005 Year of Languages. 620 middle school and high school students participated. The total attendance at the event was approximately 800 people.

The event brought together students and teachers in grades 6-12 with NC State's French-studies students, French faculty, and French-speaking community volunteers who acted as judges and monitors of the seven competitions in Talent (related to French or Francophone cultures), Cultural Exhibits, Poetry Recitation, Spelling Bee, Original Group Dramatics, Theater Performance, and Traditional Songs. In addition, several school groups performed a Lip Synch Exhibition. Costumes and props celebrated the diverse Francophone cultures.

Individual students and groups won first, second, and third place plaques for their school. Teachers received a teacher-training textbook to enhance their teaching skills. Students received a Certificate of Participation, a pen with French-language slogans, and won door prizes (posters of the Eiffel Tower, the TGV, and the *Arc de Triomphe*), French-language books (*Le Petit Prince*), French-language games (*Mille Bornes*), French-language software and candy from France, Belgium and Switzerland. Teachers also received door prizes of Francophone candies, sweatshirts ("Je parle, j'enseigne, j'adore le français"), and gift certificates.

For entertainment, Michèle Darrah, President of the *Alliance française* of Raleigh-Durham-Chapel Hill and member of the NC State French faculty led a sing-along of French songs.

Informational tables from the NC State Bookstore, French Studies and Study Abroad answered questions about programs and possibilities.

Wake County students benefited from the event by being given the opportunity to apply their French-language skills to real-world and simulated situations beyond the classroom. They left the event with a greater knowledge and appreciation of diversity and other cultures. As a result of the French



Festival, Wake County teachers and administrators and the NC State French faculty have established a partnership/collaboration which has enhanced their professional relationship.

Funding for the event has been provided by grants from the AATF (national), the AATF North Carolina chapter, the Foreign Language Association of North Carolina and from funding received by the Department of Foreign Languages and Literatures as part of their Departmental Teaching Award.

## RESULTS OF 600 STUDENT QUESTIONNAIRES: WHY DID YOU CHOOSE TO STUDY FRENCH RATHER THAN ANOTHER LANGUAGE?

1. It's a pretty/beautiful/elegant language.
2. My parent/sibling/grandparent/friend/exchange student studied/speaks it.
3. It is the most practical/useful language for my career: work as or in NHL/dancer/chef/translator/musician/scientist/fashion designer/business/apparel marketing/international trade/artist/Doctors Without Borders, etc.
4. I wanted to take a different language than my family/friends.
5. It's the language of love/romance/girls like it.
6. I have relatives/heritage in a French-speaking country: France/Quebec/Haiti, etc.
7. I have traveled/lived in France/Quebec/England.
8. French is used all over the world.
9. I am a native speaker of Spanish.
10. I do not like/failed Spanish or I took Spanish in elementary/middle school and did not like it.
11. No room in Spanish classes.
12. I like the French culture.
13. French is easy.
14. Because African countries speak

French.

15. The French teachers are better than the Spanish teachers in my school.

Additional information on the 2005 French Festival is available at [<http://social.chass.ncsu.edu/~adlerd>]. Click on 2005 French Festival.

Diane Fagin Adler  
NC State University  
[[adlerd@social.chass.ncsu.edu](mailto:adlerd@social.chass.ncsu.edu)]

## AATF WEB SITE

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

## 2005 AWARD FOR STATE SUPERVISOR OF THE YEAR

Since 2003, the publishing company Pearson Prentice Hall has sponsored an annual award for National State Supervisor of the Year. The 2005 Award for State Supervisor of the Year will be presented in November at the ACTFL Pre-Convention Meetings of the National Council of State Supervisors for Languages (NCSSFL) and the National Association of District Supervisors of Foreign Languages (NADSFL).

The purpose of this award is to acknowledge outstanding foreign language supervisory leadership at the state level among professionals whose leadership in facilitating the implementation of standards-based reform and advocacy for foreign languages has had a profound impact in their state and others throughout the country.

Nominations for this award will be accepted from state foreign language organizations, the five regional foreign language organizations, and national language-specific organizations. Should you have any questions related to the nomination and selection process, please contact Arleen Burns, NCSSFL Awards Committee Chair, at [[aburns@cde.ca.gov](mailto:aburns@cde.ca.gov)].

If your organization is interested in sponsoring a state supervisor as a nominee for the 2005 award, please note that the deadline for submission of the required materials to the chair of the NCSSFL Award Committee is June 1, 2005. Please mail these materials to: Arleen Burns, Curriculum Leadership Unit, California Department of Education, 1430 N Street, Suite 4309, Sacramento, CA 95814.

Thank you in advance for your efforts to acknowledge leadership at the state level in our field. As a profession, it is necessary to continue to support current leaders as well as to cultivate new leadership for the future of foreign language education. Criteria for the award can be found on the NCSSFL Web site at [[www.ncssfl.org](http://www.ncssfl.org)].

# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

**French By the Numbers**

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

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

**French is Not a "Foreign" Language**

New promotional flyer. Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

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

**Why Learn French**

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

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

**Speaking French: an investment in the future**

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

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

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

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

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

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

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

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



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

\*Prices as of 3/1/05

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

**TOTAL ENCLOSED** \_\_\_\_\_

**Name** \_\_\_\_\_ **Telephone (day)** \_\_\_\_\_

**Address** \_\_\_\_\_

## LE GRAND CONCOURS 2005 ACHIEVES LONG-TERM GOAL OVER 100,000 STUDENTS ENROLLED!

In 1997, with a record *Concours* enrollment of 80,601 students, former Director of the National French Contest, Sid Teitelbaum, proposed a lofty goal: he suggested that AATF would be able to enroll 100,000 students in *Le Grand Concours* by the year 2000.

2000 came, and while the *Concours* had increased enrollment by over 12,000 students to 92,536 students, we were short of his vision of 100,000 students.

It has taken us five additional years, but we have finally exceeded the number that many thought could never be reached. As of press time, enrollment in *Le Grand Concours* 2005 is 103,000 students—a 4.5% increase over 2004 figures.

Many, many thanks are offered to all who helped us achieve this memorable goal:

- New teachers, trying *Le Grand Concours* for the first time this year—we hope you and your students do well and that you return for many years.
- Current AATF members who worked hard to increase participation by encouraging both their colleagues and their students.
- School officials who recognize the importance of and support *Le Grand Concours*.
- AATF Chapters who encourage participation on the local level by providing support for local prizes and volunteers to help with the massive task of distribution, administration, as well as monetary contributions in support of *Le Grand Concours*.
- The National Chairs of *Le Grand Concours* and their committee members for their hard work, dedication, and willingness to adapt *Le Concours* into a more meaningful experience for all.
- And finally, our biggest thanks go to the local Chapter Contest Administrators: without these dedicated, indefatigable individuals, *Le Grand Concours* would not be possible. These caring people answer questions, promote *Le Grand Concours* and French, request donations, search out testing sites, plan for prizes and ceremonies, and even help out those of us who might forget an important deadline to make sure that all students have the chance to participate. MERCI!

### Upcoming schedule

Chapter results are returned to local Chapter Contest Administrators as the answer sheets are scored.

April 15: National results and rankings released to the local Chapters.

April 20: Statistics on enrollment and scores; scoring keys; and tape scripts posted to the *Concours* Web site.

May 1: National Prizes are sent to local Chapters for distribution

June 1: Visit the *Concours* Web site to express your opinions—take a survey prepared by the National Committee

July 2005: Meet some of *Le Grand Concours* National Committee in Quebec at the AATF Convention to discuss the results of the survey and our plans for 2006 and beyond.

Lisa Narug  
Director, *Le Grand Concours*  
[nfc@highstream.net]

### CHECK THE WEB FOR UPDATES

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

### CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 78, No. 1 (October 2004). Les activités se trouvent à la page 45.

- I. 1. interne > externe  
2. période > classe  
3. reproducteur > distributeur  
4. terminale > première  
5. vivante > morte  
6. L > S  
7. livre > livret  
8. littéraire > professionnel  
9. intensives > homéopathiques  
10. ministre > recteur
- II. 1. Si j'avais eu ... j'aurais pu aller à l'université.  
2. S'il révisait ... il aurait des chances de réussir.  
3. Si le jury est ... il n'y a aucun recours possible.  
4. Si cet élève avait été orienté ... il aurait pu devenir ingénieur.  
5. Si cette épreuve s'était déroulée ... j'aurais pu terminer à temps.
- III. 1. mal; 2. déjà; 3. encore; 4. trop ... trop; 5. beaucoup
- IV. 1. Sciences et Techniques du Tertiaire  
2. Économique et Social  
3. Sciences et Technologies Industrielles  
4. Langue Vivante Un  
5. Sciences Médico-sociales
- V. A > 4; B > 5; C > 1; D > 2; E > 3

## AATF SEEKS TELEMATICS COMMISSION CHAIR

The AATF is currently looking for a volunteer to serve as Chair of the AATF Commission on Telematics and New Technologies. The person chosen needs to have experience creating and maintaining a Web site, must be familiar with Microsoft Front Page, and should have experience conducting workshops for teachers. He or she must be an AATF member and be at ease with technical terminology in French. Experience with e-commerce, interactive Web sites, discussion groups and listservs is desirable.

The Commission Chair should be committed to recruiting and organizing other member volunteers to create pedagogical and promotional materials for the AATF Web site. He or she should be willing to provide advice and assistance to chapters and commissions who wish to create their own Web sites or Web materials. He or she should be willing to work with Commission members to organize training workshops for AATF members.

The Commission Chair will work with the Executive Director to develop material for the AATF Web site, but he or she is not expected to serve as Webmaster. Members interested in this position should send a letter of interest detailing their technical experience and a current CV to AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: [abrate@siu.edu].

## AATF PLACEMENT BUREAU

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

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

## NEW POSTER SERIES



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

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

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

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

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

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

### **TANT QU'ELLE CHANTE, ELLE VIT** *apprendre le français grâce à l'héritage de Carole Fredericks* **Now available in DVD format**

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

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



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

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

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

\$50 per set (member price); \$55 (non-member). Includes postage & handling.

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

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

\_\_\_\_\_ Credit card (Visa or Mastercard only) \_\_\_\_\_ Exp. date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

## MILWAUKEE? JE CROIS QUE OUI!

Don't miss the 2006 AATF Convention to be held in this up-and-coming city, founded by the French in 1818 on the shores of beautiful Lake Michigan. Milwaukee's central location, easy accessibility, pleasant summer climate, and rich array of attractions make it a perfect July destination.

## MILWAUKEE, LE DERNIER CRI:

Santiago Calatrava's stunning and award-winning addition to the Milwaukee Art Museum is but one of many innovations that have contributed to "le renouveau de Milwaukee autour d'une vie culturelle bien plus riche et diversifiée" as praised in a recent article in *Le Monde* (11/3/04). French is alive and well in this city, as evidenced by a large Francophile community, a successful French Immersion School, and a dynamic chapter of the *Alliance française* that has just been chosen to serve as the organization's national headquarters.

## MILWAUKEE, POUR LA FAMILLE:

Consider combining a family vacation with the convention. In addition to fun lakefront activities (e.g., beaches, boating, kite-flying, the Betty Brinn children's museum, non-stop music festivals, etc...), Milwaukee boasts a new major league baseball stadium, Harley-Davidson tours, an award-winning zoo, an IMAX theater, miles of bike trails, top-notch golf courses, fine cuisine, and so much more, including a long-standing reputation for warm hospitality (and, *bien sûr*, cold beer!):

## NOUS SERONS TOUS BIEN ACCUEILLIS EN 2006 À MILWAUKEE!

## NEW CD AVAILABLE ARCHITECTURAL WALKING TOUR OF PARIS

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

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

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

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

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

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

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

## NOMINATIONS SOUGHT FOR NEW AWARD

The AATF is pleased to announce that Intercultural Student Experiences will fund a special recognition award for a high school teacher selected by the AATF. In celebrating the Year of Languages, ISE is recognizing outstanding achievement by teachers within the world language community. Similar awards are being made available this year to the AATSP and AATG.

The ISE Year-of-Languages Teacher Award will be made to a high school French teacher who has demonstrated (1) excellence in the foreign language classroom; (2) a commitment to the pursuit of global awareness and cultural understanding; and (3) whose students participate in a travel or exchange program.

Any AATF member may nominate a colleague for this award. Nominees must be members in good standing of the AATF. The application should consist of the following items:

1. A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above.
2. The nominee's CV (with all contact information) which includes evidence of professional development activities, commitment to the AATF, and student exchange/travel experience;
3. One letter of recommendation from a colleague or supervisor which also specifically addresses the criteria listed above for the ISE award.

Nominations with all application materials included must be received no later than **June 1, 2005**. The application materials should be sent to AATF President Margot Steinhart, 2535 Bel-Air Drive, Glenview, IL 60025-4759. Members of the AATF National Executive Council are ineligible for this award. Inquiries should be addressed to [m.steinhart@sbcglobal.net]. The award, which consists of a check for \$1000, will be presented at the Welcome Luncheon at the AATF convention in Quebec City, July 7, 2005. For more information on the ISE, consult their Web site at [www.isemn.net].

## REMINDER TO FDLM SUBSCRIBERS

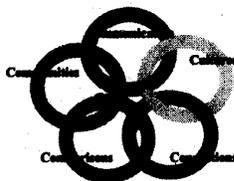
If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 55 to notify the AATF or send an e-mail to [ahanson@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

**ORDER FORM FOR**

**Standards for Foreign Language Learning in the 21st Century**

**MAIL OR FAX YOUR ORDER TO:**

National Standards Report  
 P.O. Box 1897  
 Lawrence, KS 66044 USA  
 Phone: (785) 843-1221  
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*Standards for Foreign Language Learning in the 21st Century* includes the updated text of the original *Standards for Foreign Language Learning: Preparing for the 21st Century*, plus nine new sections devoted to standards for specific languages:

**Chinese    Classics    French    German    Italian    Japanese**  
**Portuguese                    Russian                    Spanish**

This latest version of the foreign language standards was fully-funded by the National Standards in Foreign Language Education Collaborative Project, and all proceeds from its sale will be used to provide professional development and other programs that will assist in the implementation of standards across the United States.

**SHIPPING ADDRESS:**

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

School/Company: \_\_\_\_\_

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

City, ST, Zip Code: \_\_\_\_\_

Country: \_\_\_\_\_

**ORDER INFORMATION**

*Standards for Foreign Language Learning* \_\_\_\_\_ copies x \$25.00      \$ \_\_\_\_\_  
 (Price includes UPS shipping in U.S.)

**Special Shipping Fees For Single Copies Only:**

For information on ordering multiple copies call (785) 843-1221

Delivery (UPS Ground Trac) to Canada	\$12.00	\$ _____
Airmail Delivery to Mexico	\$15.00	\$ _____
Airmail Delivery elsewhere outside the U.S.	\$30.00	\$ _____
Overnight (DHL) delivery (U.S. only)	\$18.00	\$ _____
<b>TOTAL =</b>		<b>\$ _____</b>

**PAYMENT INFORMATION (Please check method of payment)**

Check or postal money order (in US\$ drawn on US Bank made payable to: National Standards in Foreign Language Education). Price includes delivery within the US.

Credit Card       MasterCard       Visa       American Express

Credit Card Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Institutional Purchase Order # \_\_\_\_\_

## SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

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

Members have two subscription options. For a yearly subscription payment of \$52, you can receive six issues of *Le Français dans le monde* plus two accompanying CDs as well as two special issues of *Francophonie* (a savings of \$76 over regular subscription rates). For a yearly subscription payment of \$62, you can again receive six issues of *Le Français dans le monde* with two accompanying CDs, two special issues of *Francophonie*, and, in addition, two issues of the more research oriented *Didactique "Recherches et Applications"* (a savings of \$79 over regular subscription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2005 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2004 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

The editor of the new *Français dans le monde* is Françoise Ploquin who was assistant editor under the previous editor in chief and honorary AATF member Jacques Pécheur. The editorial team is planning several themed issues and encourages submissions from French teachers around the world. Consult the Web site at [www.fdlm.org] for more information. AATF Past-President Jean-Pierre Piriou serves on the Advisory Board, and Christopher Pinet, Editor in Chief of the *French Review*, serves on the Editorial Board of *Le Français dans le monde*.

We hope that many AATF members will take advantage of this opportunity to receive *Le Français dans le monde* at a 40% savings. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

To communicate address changes, contact [fdlm@vuefr.fr],

## MOVED THIS SUMMER? 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 [ahanson@siu.edu].

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: [ahanson@siu.edu].		

## THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ENTITLED "CINEMAS"

This special issue will be open to articles on French and Francophone cinema, cinema and literature, and the teaching of cinema. This volume, to be published in May 2006, will be in honor of the AATF meeting to be held in Milwaukee in July 2006. 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 and the Editor in Chief if they have further questions. The deadline for submission to the editor will be **August 1, 2005**. Submit articles to Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

### Have a Question?

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

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

Vol. 78, No. 6 (May 2005)

Articles include the titles below and more:

- "Carole Fréchette et le théâtre au féminin"
- "French and English in Gabrielle Roy's *La Détesse et l'enchantement*"
- "Le Désenchantement dans *L'En-dessous l'admirable* de Jacques Brault"
- "Nature and Art in the Dramatic Voyages of Jovette Marchessault and Emily Carr"
- "*L'Ange du goudron*: inscriptions algériennes au Québec"
- "L'Économie québécoise: état des lieux"
- "Développement des compétences en français langue seconde au Québec"

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

## AATF WEB SITE

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

## AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Pre-registration (see form pages 39-40) is required (\$25 per workshop).

### Pre-convention workshops

#### **W001: Explorez, racontez, inventez: les contes de fées dans la classe de français**

**Kathryn Bulver**, Eastern Illinois University

Entrez dans le monde de l'imaginaire et découvrez les méthodes d'analyse de contes merveilleux et des techniques de présentation de récits. Amusez-vous avec des techniques de (re)création à partir de jeux et d'activités qui mettent l'accent sur l'imagination, l'interaction et l'expression orale. (Wed., July 6, 1:30-4:30 p.m.)

#### **W002: Kirikou et la Sorcière et la Francophonie en Afrique de l'ouest**

**Regina Doyle Sternlicht**, Danvers High School

*La Francophonie en Afrique* has become ever more important. While studying Francophone West Africa, be sure to include the classic children's tale "Kirikou et la sorcière!" Big book activities, a showing of the film, a study of African legends, morals, and proverbs, as well as a project on *la Francophonie en Afrique* will be presented. Sing and dance to some African tunes! (Wed., July 6, 1:30-4:30 p.m.)

#### **W003: Portrait de la Francophonie canadienne: sa culture et sa littérature**

**Jean-Denis Côté**, Université d'Ottawa

Le Canada regroupe diverses communautés francophones, la plus importante étant celle du Québec. Le Québec contribue, notamment grâce à ses écrivains et ses artistes, au rayonnement du fait français dans les Amériques. L'intervenant brossera un portrait des Francophones du Québec, de l'Acadie, de l'Ontario, du Manitoba. Il présentera des écrivains et des artistes issus de ces communautés. (Wed., July 6, 1:30-4:30 p.m.)

#### **W004: Connecting Classroom Instruction and Standards-Based Assessment**

**Nancy Gadbois**, High School of Science & Technology (MA) and **Bonnie Adair-Hauck**, University of Pittsburgh (PA)

The presenters will explore with participants the results of ACTFL's Integrated Performance Assessment Project and

then lead them in designing standards-based assessment tasks for interpretive, interpersonal and presentational modes of communication. One district shares its lessons learned through piloting this assessment design and how it has influenced instruction, curriculum, and assessment. (Wed., July 6, 1:30-4:30 p.m.)

### Sunday workshops

#### **S005: Plongez dans le lac canadien-français: littérature, aventure, culture!**

**Janel Lafond-Paquin**, Rogers High School (RI)

Venez nombreux pour avoir une expérience totalement canadienne-française! Travaillez avec des textes typiques de la région, construisez votre propre Bonhomme Carnaval, et comprenez le Québec à travers ses chanteurs! Cet atelier vous donnera aussi des stratégies, des jeux, et des idées pour la salle de classe! Venez avoir «du fun»! (Sun., July 10, 8:30-11:30 a.m.)

#### **W006: Le Québec, un pays, une musique**

**David Graham**, Clinton Community College (NY), and **Madeline Turan**, Sachem High School North (NY)

Les intervenants vous invitent à un survol de l'histoire et de la culture québécoises à travers la musique. Des chansons les plus vieilles jusqu'aux plus modernes, ils vont explorer l'âme et le cœur des Québécois. Des exercices de conversation, de grammaire et de vocabulaire seront offerts aux participants. Venez découvrir la belle musique de la belle province! (Sun., July 10, 8:30-11:30 a.m.)

#### **W007: Le Stage d'une famille américaine: perspectives sur la France contemporaine**

**Charlotte Gifford**, Greenfield Community College (MA)

Cet atelier propose un aperçu multimédia sur la France contemporaine à travers les expériences vécues en congé sabbatique (2002), y compris le passage à l'euro et les élections présidentielles. Parmi les sujets: le quotidien, l'enseignement (secondaire et universitaire), la politique (le "séisme" LePen). Photocopier, documents authentiques et CD d'images. (Sun., July 10, 8:30-11:30 a.m.)

## MORE SCHOLARSHIPS OFFERED FOR PROGRAM IN QUEBEC

The University of British Columbia program in Quebec will offer two fully funded scholarships (\$1250 value) to AATF members. It covers tuition, accommodation, and some meals. The program will take place from July 4-21, 2005. The *Institut de français* is French immersion in the heart of Quebec City during the Quebec Summer Festival. A residential program in a private college situated in the historic setting of *Les Plaines d'Abraham* gives participants the opportunity to walk to *la vieille ville* while enjoying the magnificent view of the St. Lawrence River from a park setting. This program is specifically designed for French as a Second Language and French Immersion teachers but non-teachers are also welcome. This eighteen-day noncredit immersion program accepts participants at all levels. Oral communication skills as well as an appreciation of Quebec's unique culture are developed. Morning classes, afternoon workshops, and field trips concentrate on improving the participants' ability to converse in French. Accommodations are provided at the *Collège Mérici*. Lunches are provided on weekdays.

Recipients of this scholarships are expected to make a presentation during the following year. To apply for one of these scholarships, AATF members should submit the following information no later than June 1, 2005: (1) a letter stating the candidate's reasons for applying for this scholarship, addressing in particular the issue of improvement of oral communication skills; (2) a current CV which includes the candidate's teaching load and student-related activities; and (3) one letter of recommendation from a colleague or supervisor who knows the candidate's work. Graduate students are also eligible for this award. Preference will be given to new teachers and to those who have never been to a French-speaking locale. Recipients must be current AATF members.

Application materials must be received by **June 1, 2005**. Send to: AATF UBC Scholarships, Mailcode 4510, Southern Illinois University Carbondale, IL 62901-4510. Address inquiries to: [aatf@frenchteachers.org]. Scholarship recipients will receive complimentary registration to the AATF Convention in Quebec City.

**CELEBRATE NATIONAL FRENCH WEEK**  
**NOVEMBER 2-8, 2005 & 2006**



## 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].

*Feeling Alone?* *Je me sens seul(e)...*

*Running out of ideas?* *Il court à idées?*

*Program in danger?* *Programme en danger?*

*Contact...* *Contactez...*

**AATF – TÊTE À TÊTE**

*Teacher-to-teacher mentoring program*

Diana Regan  
mme.regan@verizon.net

Jo Ellen Sandburg  
j\_sandburg@msn.com

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

All the latest information on:

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

### 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?* or at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

# 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: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. *Success Stories: Promoting FLES\* Programs*, Gladys Lipton, Lena Lucietto, Harriet Saxon, Editors, 2004. \$9.00
2. *French FLES\* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
3. *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
4. *Attracting French FLES\* Students*. Gladys Lipton, Editor, 1996. \$9.00.
5. *Reaching All FLES\* Students*. Gladys Lipton, Editor, 1995. \$9.00
6. *FLES\* Methodology I*. Gladys Lipton, Editor, 1994, \$9.00.
7. *Expanding FLES\* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
8. *Evaluating FLES\* Programs*. Gladys Lipton, Editor, 1992, \$9.00.
9. *Implementing FLES\* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
10. *Innovations in FLES\* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
11. *The People Factor in FLES\* Programs*. Gladys Lipton, Editor. 1989. \$8.00.

**NEW!** Any 5 FLES\* Reports for \$40. Complete set of 12 Reports for \$80.

## PROMOTION OF FRENCH

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

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

*Video: Open Your World With French/Le français m'ouvre le monde* (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

*Video: Forward with French* (10 min.) Interviews with business people in NY state who use French in their work. \$15.00 (members)/\$18.00 (nonmembers)

*Travel Guide* (119 pp) gives advice for teachers planning student trips abroad or exchanges, including resources, orientation, liability, sample forms. \$12.00 (members)/\$15.00 (nonmembers).

## 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. **NEW!** *Help Wanted: Encourage Students to Learn French*

2. Newly revised *Why French FLES\*?*

3. *French by the Numbers* highlights with facts and figures the importance of French in the world.

4. *French is Not a "Foreign" Language* illustrates the close connections between English and French.

5. *Why Learn French?* Highlights business and career reasons to study French.

6. *Top 10 Reasons to Learn French*.

7. *Speaking French: an investment in the future*.

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

## TEACHING VIDEOS

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

*Reflets français*, a 58-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. VHS: \$40 (members)/\$45 (nonmembers); DVD: \$50 (members/\$55 (nonmembers).

## MEDALS AND AWARDS

*Les Armes de Paris* (currently out of stock, being re-ordered, please inquire).

*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.

## OTHER MATERIALS

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

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

*T-shirt: Le Français change mais ne vieillit pas*; white with blue lettering. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

*Posters*. Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 set of 6 only.

*AATF Certificate of Merit*. Each 15 cents.

*Tout Paris*. Full-color illustrated guide to Paris. 128 pp. \$15.00

*Paris Monumental*, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

~~Color postcards, set of 20 (Provence, Châteaux, Cathédrales, Bretagne, or Paris) \$6.00. Specify choice. Discontinued.~~

*AATF Coloring Book*, 16 pp. 8" x 11" for FLES\* students. \$1.00 each.

**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. Order one copy of the old Swiss Kit and one copy of the new for \$7.50.

## AATF PROMOTIONAL ITEMS

**New! AATF Candy Dishes**: rectangular glass candy dishes (4x2") with AATF logo on cover. Each \$8.00

*AATF Mugs*: White with blue logo and name. Each \$6.00

*AATF Notepads: Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): Each \$1.50.

*AATF Bic Clic Pens: AATF and Forward with French* on black and red pen. 6 for \$3.00; 10 for \$5.00.

*AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen*. Each \$8.00 (discounts for quantities).

*AATF Tote Bag: "Le français au cœur de l'Amérique."* Black nylon with handles. \$10.00 (while supplies last).

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 8/31/05.

# CALENDAR OF EVENTS

**COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO)**, May 17-21, 2005, East Lansing, MI. Information: CALICO, Southwest Texas State University, 214 Centennial Hall, 601 University Drive, San Marcos, TX 78666; Telephone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org]; Web: [www.calico.org].

**FOURTH INTERNATIONAL CONFERENCE: VOICE AND VISION IN LANGUAGE EDUCATION**, June 2-4, 2005, Minneapolis, MN. Information: Karin E. Larson, Coordinator for Advanced Research on Language Acquisition, University of Minnesota, 619 Heller Hall, Avenue So., Minneapolis, MN 55455; Telephone: (612) 624-6022; Fax: (612) 624-7514; E-mail: [larso205@umn.edu]; Web: [www.carla.umn.edu].

**SUMMER INSTITUTE IN APPLIED LINGUISTICS**, June 27-July 21, 2005, University Park, PA. Information: James P. Lantolf, Department of Linguistics and Applied Language Studies, The Pennsylvania State University, 305 Sparks, University Park, PA 16802. Telephone: (814) 863-7038; E-mail: [jlp117@psu.edu]; Web: [www.language.la.psu.edu].

**SUMMER INSTITUTE IN LINGUISTICS**, June 27-August 5, 2005, Cambridge, MA. Information: Sabine Iatridou, Massachusetts Institute of Technology; E-mail: [iatridou@mit.edu]; Web: [www.lsadc.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 7-10, 2005, Quebec City. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS**, July 24-29, 2005, Madison, WI. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760; E-mail: [aaaloffice@aaal.org]; Web: [www.aaal.org].

**INTERNATIONAL CONFERENCE ON TASK-BASED LANGUAGE TEACHING**, September 21-23, 2005, Kotholieka Universiteit Leuven, Belgium. Information: Web: [www.tbtl.org/index.htm].

**ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES CONFERENCE**, October 20-22, 2005, Lisle, IL. Information: e-mail: [ictfl@ictfl.org].

**FEDERATION OF ALLIANCES FRANÇAISES, USA ANNUAL MEETING**, October 27-29, 2005, San Francisco, CA. Information: Tel. (800) 6-FRANCE; e-mail:

[federation@afusa.org]; Web: [www.afusa.org]

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

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

**NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL)**, November 18-20, 2005, Baltimore, MD. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; web: [www.nnell.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, February 16-18, 2006, Orlando, FL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (707) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 9-11, 2006, Chicago, IL. Information: Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251. Telephone: (414) 405-4645; Fax: (414) 276-4650. E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, March 15-19, 2006, Tampa, FL. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 30-April 2, 2006, 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: [necftl@dickinson.edu]; Web: [www.dickinson.edunecftl].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**, April 8-12, 2006, San Francisco, CA. Information: AERA, 1230 17th Street NW, Washington, D.C. 20036-3078. Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

**INTERNATIONAL READING ASSOCIATION**, April 30-May 4, 2006, Chicago, IL. Information: International Reading Association Headquarters, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Telephone: (302) 731-1600; Fax: (302) 731-1057; Web: [www.ira.org].

## AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

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

There is no deadline for this award. The nomination form is on page 24 as well as posted on the AATF Web site.

## REMINDER: IMPORTANT DEADLINES AND DATES

May 1, 2005	Deadline for receipt of 2005 subscriptions to <i>Le Français dans le monde</i> (see page 54)
May 2, 2005	Deadline for registration for post-convention excursion to the Saguenay region (see page 38)
June 1, 2005	Deadline for nominations for the ISE-Year-of-Languages Awards (see page 53) Pre-registration deadline for AATF Convention (see pages 39-40)
June 6, 2005	Deadline for making hotel reservations at the convention rate (see page 21)
June 15, 2005	Deadline for applications for 2005 National French Week Grants (see page 19)
July 7-10, 2005	AATF Convention in Quebec (see page 21-22)
August 1, 2005	Deadline for submissions to <i>French Review</i> special issue on cinema (see page 55)

## 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	

## 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  
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