



THE WORLD SPEAKS FRENCH AND SO SHOULD YOU

The teaching of French continues to face numerous challenges—tight budgets, teacher shortages, competition from other languages and subjects, a perceived lack of importance of the French language in the world—all combine to create a situation in which every French teacher must look for ways to promote his or her program at every opportunity, “sell” the study of French to prospective students and their parents, and defend their programs to unenlightened administrators.

Beginning in 1999 under the leadership of then AATF President Gladys Lipton, the AATF instituted National French Week in an effort to make French more visible outside the classroom by organizing events and generating positive publicity for French in the school and community. Now approaching its ninth year, National French Week has been a valuable public relations tool in the preservation and promotion of French programs.

A national PR campaign for French is the next logical step. We have worked toward this goal since 1999, and in close collaboration with the French Embassy, have undertaken a PR project which has been underway since January 2007. It was launched at the recent AATF convention in Baton Rouge and at Bastille Day festivities at the French Embassy and French consulates around the country.

The French Language Initiative has as its slogan “The World Speaks French.” There is now a Web site for the project [www.theworldspeaksfrench.org] where information will be posted as it becomes available. The site is still under construction, but you can learn about the major aspects of the campaign and see some of the visual elements developed thus far.

We will soon have available print ads, Web banners, posters, promotional articles such as pencils, as well as model letters to the editor to respond to negative articles in the press. We are also developing a strategy for responding to immediate threats to a program, including letters, op-ed pieces, flyers, and other items as appropriate.

The Web site [www.theworldspeaksfrench.org] contains samples of all the visu-

als created thus far, links to Top Reasons to Learn French,” a French/English “Mot du jour,” links to the AATF and French Embassy Web sites, and will be aug-



mented with more text, links, arguments in favor of French, and other items as the campaign progresses.

The AATF will begin distributing items through its chapters this fall, and the Embassy will distribute items through the local consulates. We have a number of promotional posters advertising the Web site (others will be produced at a later date), pencils, as well as preprinted postcards intended to be mailed to local administrators (with a specific local message added, if desired). The postcards carry the image reproduced above as well as the message: “Used by over 200 million people in more than 40 countries around the world, French is a language for international communication, culture, diplomacy and business. It improves test scores and reinforces English skills, making French the language for today’s students.”

In the coming months we will begin a print ad campaign targeting administrators and other decision-makers who determine when a French program will be supported or introduced. Eventually, we would like to target potential students and their parents. However, our initial research showed that the most imminent threat is to smaller programs that are being eliminated or phased out to be replaced with programs in another language. This is not acceptable. We believe

that it is always a good thing to add other languages to the curriculum, but never at the expense of those that are already present.

A national PR campaign is a very expensive project. Professionally produced documents and ad campaigns cost, but it is the implementation of the strategies—purchasing ad space, media time, printing and disseminating documents widely that is truly costly. Without the support of the French Embassy, we could not have undertaken this effort alone.

We will depend on our chapter officers, Executive Council members, interested teachers, and Commission Chairs, in particular the chairs of the AATF Commissions on Advocacy and for the Promotion of French, to help get the word out. With nearly 10,000 members, we can reach every state and most major locales. And remember, once is not enough! Decision-makers need multiple, periodic reminders of the importance of French and the contributions of their French teachers and students.

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## TRIBUTE TO OUTGOING COUNCIL MEMBERS

**Barbara Ransford** has served one term as Vice-President. Despite a number of personal challenges, Barbara has undertaken several important tasks, including participating regularly in sessions and workshops on Advocacy, chairing the Nominating Committee, and serving on the Steering Committee. She also served as Arkansas Chapter President. She will continue to be actively involved in the Leadership Project she is directing with Vice-President Ann Sunderland. We thank Barbara for her years of service to the AATF, and are sure she will remain active in AATF projects.

**Sharon Shelly** has served one term as Managing Editor of the *French Review*. This is an arduous and sometimes thankless task which nonetheless ensures that the *French Review* continues to maintain its reputation as a high quality professional journal that it has long enjoyed. In addition, she has been an active participant on the Executive Council and at the annual conventions. We are grateful to Sharon for her service to the AATF and look forward to continuing to work with her in the years to come.

At our recent convention in Baton Rouge, **Margot Steinhart** was recognized after reaching the end of a five-year term as President-Elect, President, and Past-President of the AATF. Prior to this, she had held various offices for AATF, including Vice-President, Review Editor for the *French Review*, and Chicago/Northern Illinois Chapter President. In addition, she cochaired the AATF committee which developed the French adaptation of the National Standards. For many years she taught at Barrington High School where she chaired the Foreign Language Department, and she is now on the faculty at Northwestern University. During her career, she has always been a dedicated member of the Association and is an *Officier dans l'Ordre des Palmes académiques* as well as serving as Vice-President of the American Society for the French Academic Palms (ASFAP). She has been instrumental in our efforts towards the promotion and defense of French. Last but not least, Margot Steinhart has touched many lives through her kindness and encouragement. During the banquet in Baton Rouge, she received a standing ovation.

### AATF WEB SITE

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

## SPONSORS DU CONGRÈS DE BATON ROUGE

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## PLAN NOW TO CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 5-11, 2007 & 2008

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AATF NATIONAL BULLETIN

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

# MESSAGE DE LA PRÉSIDENTE



Chères et chers Collègues,

J'espère que vous avez passé un agréable été. Le mien a été marqué par notre congrès de Baton Rouge qui, en juger par les évaluations et commentaires que nous avons reçus, fut un véritable succès. Quelque 475 membres avaient répondu à l'appel et les sessions se sont distinguées par leur nombre et leur variété.

Nous avons été honorés de la présence de plusieurs personnalités: Monsieur Pierre Lebovics, Consul général de France à La Nouvelle-Orléans, Madame Éliane De Puelles-Levaque, Représentante permanente de la Communauté française de Belgique, Bureau Wallonie-Bruxelles en Louisiane, Madame Julie Bissonnette du ministère des Relations internationales du Québec, et plusieurs attachés de l'ambassade de France dont Madame Catherine Pétillon. J'aimerais d'abord remercier Barry Jean Ancelet qui a présenté la session plénière en nous parlant du fait cadien en Louisiane, ce qu'il a fait avec réalisme et beaucoup d'humour. Nous y avons également reçu la visite surprise du marquis de Lafayette en la personne de Robert Lafayette, président du comité de commémoration du 250<sup>e</sup> anniversaire de la naissance du célèbre marquis. La session semi-plénière, présentée par Albert Valdman, Barry Ancelet, Thomas Klingler et Amanda Lafleur, portait sur les particularismes du français louisianais avec une présentation du dictionnaire de français louisianais préparé par les intervenants; nous avons ainsi appris que Louisiana State University offre une option ou mineure en français cadien!

Ce congrès nous a permis de dévoiler les premières avancées de la campagne promotionnelle en faveur du français aux États-Unis, entreprise par Jayne Abrate avec l'important soutien financier du ministère français des Affaires étrangères représenté par Catherine Pétillon, Attachée de coopération éducative à l'ambassade de

France à Washington (voir la colonne de Jayne Abrate à la page 7). En plus des nombreuses sessions dans tous les domaines, le programme comprenait plusieurs activités telles qu'un concert de Lili Maxime, la visite en français du Musée rural de Baton Rouge, et plusieurs excursions dans la région. Le dernier soir, le banquet nous a donné l'occasion d'honorer Margot Steinhart qui terminait son mandat de cinq ans (voir l'article à son intention à la page 2) et de pratiquer des danses cadiennes sous la direction des Danseurs de la capitale de Baton Rouge; il était impressionnant de voir toutes les personnes qui participaient au banquet se démenner sur la piste de danse au son de la musique traditionnelle, dans la joie et l'allégresse...

Au nom de l'AATF, je voudrais exprimer ma profonde reconnaissance aux personnes qui ont collaboré à la préparation de ce congrès, en particulier Jacqueline Labat, présidente du chapitre de Baton Rouge, et Robert Lafayette de Louisiana State University. Sans leur aide précieuse, cette manifestation n'aurait pas été la même. Nous avons même eu droit à un article élogieux dans le journal de Baton Rouge, *The Advocate*.

## Congrès de Liège, 16-19 juillet 2008

Une autre personne était présente à Baton Rouge, Monsieur Bauduin Blairon, directeur des Relations internationales de la SPI+ de Liège et président du comité local qui nous assiste depuis plus d'un an dans la préparation de notre prochain congrès. Il nous a d'ailleurs présenté un aperçu de la ville et de ses richesses, et le cédérom qui a illustré son intervention sera envoyé aux présidents de nos chapitres pour que nos membres puissent le visionner et avoir un avant-goût de ce qui les attend l'été prochain.

Le congrès aura pour thème «La Belgique au coeur de l'Europe». Monsieur Roger Dehaybe, ancien administrateur général de l'Agence intergouvernementale de la francophonie (AIF) nous fera l'honneur de présenter la session plénière qui portera sur la diversité linguistique et culturelle. D'autres personnalités de marque ont également accepté de participer à cet événement qui fera date dans la mesure où ce sera le tout premier congrès de l'AATF tenu en Belgique.

Plusieurs sessions et ateliers sont déjà prévus, ainsi que des visites et excursions qui ne manqueront pas de vous intéresser. Parmi les possibilités qui vous seront offertes à Liège figurent, entre autres, des balades en ville, une croisière sur la Meuse, des musées, un atelier de fabrication de

chocolat, un parcours littéraire Simenon, ou encore des spectacles. Vous ne manquerez pas d'apprécier la gastronomie belge qui est réputée.

Si vous désirez prolonger votre séjour en Belgique après le congrès, vous pourrez assister à la fête nationale qui est célébrée chaque année le 21 juillet par un grand nombre d'activités, en particulier à Bruxelles. Vous pourrez également vous rendre à Bruges, surnommée la Venise du Nord.

L'appel à propositions se trouve déjà en ligne sur notre site Internet [[www.frenchteachers.org](http://www.frenchteachers.org)]; la date limite est le **1<sup>er</sup> décembre** et j'espère que vous serez nombreuses et nombreux à proposer une session ou un atelier, qu'il s'agisse de culture, de littérature, de linguistique, ou de didactique du français langue étrangère. Nous vous fournirons de plus amples renseignements sur ce congrès dans les bulletins de novembre et janvier.

## Êtes-vous tintinophile?

La Belgique célèbre cette année le centième anniversaire de la naissance de Hergé (Georges Rémi), dessinateur et créateur de Tintin, le célèbre héros de bande dessinée. En cette occasion, des manifestations sont prévues en Belgique et un musée Hergé sera bientôt construit à Louvain-la-Neuve. Plusieurs sites sont consacrés à Tintin, en particulier [[www.tintin.com](http://www.tintin.com)], le site officiel de la fondation Hergé, qui offre des rubriques intéressantes. Le site de l'Association des professeurs de langues vivantes (APLV) propose une exploitation pédagogique pour classes de français langue étrangère à partir de l'album *Tintin au Tibet* ainsi que des ressources sur Hergé et Tintin [[www.aplv-langues-modernes.org/spip.php?article 551](http://www.aplv-langues-modernes.org/spip.php?article%20551)].

J'espère que votre rentrée s'est bien passée et je vous souhaite, à toutes et à tous, une année bien remplie.

Bien cordialement,

Marie-Christine Koop  
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[koop@unt.edu]

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 5-11, 2007**  
*Take French out of the  
classroom and into the  
community!*

# HIGHLIGHTS OF THE AATF ANNUAL CONVENTION IN BATON ROUGE

The 81<sup>st</sup> annual AATF Convention, July 12-15, 2007 in Baton Rouge had as its theme, "Le Français aux États-Unis." It actually began a few days earlier with a pre-convention excursion to New Orleans. 24 teachers spent the day visiting Oak Alley Plantation, taking a riverboat cruise on the Mississippi River, visiting the warehouse where Mardi Gras floats are made, and spending the evening in the French Quarter.

The AATF Executive Council spent two days deliberating before the convention began but took time off for a brief trip to Lafayette. There they were welcomed by Philippe Gustin at the International Center in Lafayette followed by a *fais-do-do* at Randol's where a courageous few even tried their hand at Cajun dancing.

The convention officially opened on Thursday, July 12. AATF President Marie-Christine Koop welcomed attendees, and then she introduced French Consul General Pierre Lebovics who expressed his appreciation for the convention coming to Louisiana. Just as President Koop was about to introduce the keynote speaker, a surprise guest appeared to greet convention-goers, the Marquis de Lafayette. He thanked AATF members for coming to Louisiana on the occasion of his 250<sup>th</sup> birthday.

Finally, the Marquis gave the floor to key-



Barry Ancelet giving the keynote address

note speaker Barry Jean Ancelet, who regaled the audience with stories and shared his expertise on Cajun culture with AATF teachers. After the opening session, nearly 120 *congressistes* attended the Welcome Luncheon where they were able to become acquainted with other attendees who live in their geographic region.

The room was overflowing at the Chap-

ter President's Breakfast where President Marie-Christine Koop and Executive Director Jayne Abrate welcomed representatives of more than half of the AATF 75 chapters. Dave Marinacci and Tuomas Sahramaa from LM&O Advertising in Arlington, Virginia, made a presentation about the genesis of the AATF/French Embassy PR Campaign in support of French (see page 1 for more information). Materials, including a poster, pencils, and a preprinted postcard to be mailed to administrators, were distributed to attendees who were also able to have their photo taken for a press release in front of a publicity banner.

Sessions and workshops began in ear-



Jayne Abrate with Catherine Pétilon of the French Embassy in front of the PR Campaign banner

nest following the luncheon and continued throughout the next two and a half days. To close the opening day, participants were able to get a first look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception cosponsored by the AATF and, as they have for many years, by the Cultural Service of the French Embassy in Washington.

Following a pause for dinner, members were able to enjoy a concert by Lili Maxime, whose novel, *Ouragan sur le bayou*, was one of the AATF Book Club selections.

Day 2 was a full day of sessions and workshops, many highlighting the theme of the convention, "Le Français aux États-Unis." During the lunch break, many members participated in the third annual *Dictée* organized by Marie-Simone Pavlovich, herself a final-



Molière with the Marquis de Lafayette

ist in *la Grande Dictée* run by Bernard Pivot. Winners were announced at the beginning of the AATF Delegate Assembly. Throughout the day, buses left to take groups of teachers for a French-language visit at the LSU Rural Life Museum.

Past-President Albert Valdman, keynote speaker Barry Ancelet, Amanda LaFleur, and Thomas Klingler presented a semi-plenary session on Cajun French. Amanda LaFleur did a presentation on her book, *Tonnerres chiens!*, which was another of the 2007 Book Club selections. There were also two sessions on our special guest the Marquis de Lafayette who attended them to see what the speakers had to say about him.

Guest speakers included Bernard Vincent of the *Association française des études américaines*, Baudoin Blairon from the SPI+ in Liege, and Christine Lanphere, 2007 ACTFL Teacher of the Year. Other special sessions and meetings included numerous exhibitor and commission sessions, as well as meetings of the National French Contest Administrators and sponsors of chapters of the *Société honoraire de français*. Organizational meetings were held throughout the convention for Chapter Presidents, chairs of the thirteen AATF commissions (see page



Winners of the 2007 *Dictée* with organizer Marie-Simone Pavlovich (center)

9), and a *French Review* Editors' Luncheon, presided by Editor in Chief Christopher Pinet (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. In addition to the many sessions and workshops, there was a morning coffee break in the exhibit hall where lucky attendees won valuable prizes at the annual exhibitor raffle. The raffle was expertly organized by AATF staff member Amy Hanson. Thanks to Region II Representative Jean-Pierre Berwald for again handling announcer duties. Be sure to check out the Exhibitor Web page on the AATF Web site at [www.frenchteachers.org] as well as the list of convention sponsors on page 2.

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council, and the *Dictée* winners were announced. At the close of the day, participants were treated to a reception to celebrate Bastille Day sponsored by TV5. "La Marseillaise" was expertly sung by AATF intern Jordan McGuire.

Immediately following the reception, nearly 200 members participated in the Awards Banquet (see the complete list of honorees on page 12). We welcomed a new honorary member (see page 13), Barry Jean Ancelet, honored Outstanding National French Contest Administrators (see page 8), and recognized our outgoing Executive Council members, Vice-President Barbara Ransford and Past-President Margot Steinhart, who will finish their terms in December (see page 2). Among the numerous award recipients were Tracy Lam-



Jordan McGuire singing "La Marseillaise"



L. to R.: Vice-President Barbara Ransford, Jayne Abrate

bert and John Patrick Greene who received the 2007 AATF Dorothy S. Ludwig Excellence in Teaching Awards at the Secondary and University levels (see page 10). This award is sponsored by former AATF Region I Representative and Honorary Member Robert Ludwig who provides a cash award for the recipients. This year, we instituted a new award, the AATF CERAN Lingua Outstanding

ing Chapter Officer Award which was received by Catherine Hobby, Immediate Past-President of the Maine Chapter (see page 9). She will enjoy a one-week stay in Belgium provided by CERAN Lingua. Intercultural Student Experiences again sponsored the ISE Language Matters Award which was made to Donna Czarnecki (see page 14). The Banquet and awards presentation were followed by yet another convention highlight, an interactive performance by the

*Danseurs de la capitale de Baton Rouge*. Six couples performed intricate routines and then led the crowd in Cajun two-steps and waltzes around the ballroom.

Those who did not have early morning flights were able to take advantage of the final half-day of sessions and workshops. The last official activity of the convention was the departure at noon of post-convention excursion to Cajun Country where participants visited St. Martinville, Lafayette, had dinner at Mulatte's, and went on a swamp tour!

Although the weather was typically hot and humid, participants found ways to sample Cajun food around Baton Rouge and to visit some of the sights. In short, the 487 participants were able to enjoy 132 sessions and 4 workshops, 47 exhibit booths, numerous guest speakers and performers, and several unique excursions. The AATF would

like to thank the staff members who helped make the convention such a success, Ad-



Les Danseurs de la Capitale de Baton Rouge at the Awards Banquet

ministrative Assistant Darla Macaluso and Bilingual Secretary Amy Hanson who handled the AATF Exhibit Booth and raffle. We would especially like to acknowledge the contribution of our *stagiaire*, Jordan McGuire who helped us throughout the convention and led "La Marseillaise" during the reception. AATF staff members were aided in



L. to R.: Executive Director Jayne Abrate, Past-President Margot Steinhart, President Marie-Christine Koop

their work by the personnel of the Holiday Inn Select and Mike Hankins of Technology Express who was handling audiovisual equipment for the third time. Furthermore, the help of Meghan McNamara, was invaluable in making arrangements for the excursions and museum visit. Finally, the Local Committee worked tirelessly to ensure a memorable convention: Jacqueline Labat, President of the Louisiana Chapter, as well as Robert Lafayette, alias the Marquis de Lafayette. The AATF would like to thank the speakers, exhibitors, and sponsors (see page 2) without whom the convention could not have happened.



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## Surf the Web

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

All the latest information on:

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

2008

AATF ANNUAL CONVENTION  
LIÈGE, BELGIUM, JULY 16-19, 2008!

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite une très bonne rentrée. Je suis Secrétaire générale de l'AATF depuis 10 ans maintenant, et je crois que nous rencontrons un point tournant pour l'enseignement du français aux États-Unis. Nous faisons face à de nouveaux défis, mais les stratégies et les ressources de l'AATF nous donnent la possibilité de répondre rapidement. Chaque semaine on voit des articles dans la presse où quelque administrateur mal renseigné cible un programme de français pour l'élimination. Aujourd'hui nous savons réagir devant de telles menaces. Nous trouvons partout des alliés plus que de circonstance—parents, d'autres professeurs, francophones, chefs d'entreprise—qui nous soutiennent. Je pense à ce père dans le Michigan, furieux parce que l'administration locale avait décidé de supprimer le français pour enseigner le chinois, sans consultation, sans étude préalable, sans planning. Il a fait appel à nous, et nous avons travaillé avec lui pendant plusieurs semaines pour lui donner les arguments économiques, politiques et pédagogiques nécessaires. Malheureusement il a perdu devant un administrateur et une commission scolaire dont la majorité ne s'intéressaient pas aux arguments logiques. Mais il n'abandonne pas la lutte et prévoit déjà être candidat à la commission scolaire aux prochaines élections afin de renverser la situation.

En même temps, il y a des endroits où le français se porte très bien. Lisez, par exemple, l'article sur les programmes d'immersion qui s'ouvrent à New York (page 45), grâce à une collaboration entre un groupe de parents et de francophiles et l'Ambassade de France. Notre campagne publicitaire, méditée depuis 10 ans maintenant, va bon train (voir l'article en couverture). Nous devons tous nous montrer solidaires avec nos collègues qui se trouvent menacés. Il faut que nous travaillions tous par tous les moyens pour la promotion et la défense du français. Je vous invite à partager avec nous vos idées, vos craintes et vos expériences. Si vous lisez des articles de presse, bons ou mauvais, sur le français, envoyez-moi une copie. Si vous avez gagné une victoire locale, faites-moi le savoir. Si vous avez besoin de soutien, faites appel à l'AATF.

J'entends souvent dire d'un côté que l'AATF est une association de professeurs d'université et de l'autre que nous sommes une association de professeurs de lycée. Les deux affirmations sont vraies. Il est vrai que 65% de nos membres enseignent au secondaire, mais les professeurs du

secondaire forment les élèves qui continuent leurs études de français à l'université. Les 25% de nos membres qui sont professeurs d'université ont besoin de ces élèves. Ils forment les futurs professeurs. Nous encourageons tous les membres de l'AATF à collaborer non seulement avec leurs collègues au même niveau, mais avec ceux qui enseignent au cycle précédent et au cycle supérieur. L'union fait la force.

## Renouvellement de votre cotisation

Vous auriez dû recevoir votre appel de cotisation pour 2008 un peu avant ce numéro du *National Bulletin*. Vous remarquerez bien une augmentation sensible des frais d'adhésion qui sont maintenant de l'ordre de 55\$. Je vous signale que ce tarif est inférieur à celui demandé par les autres grandes associations nationales et surtout que cela fait **11 ans** que nous n'avons pas augmenté nos frais d'adhésion. Peu de groupes peuvent dire la même chose. Si vous êtes membre depuis quelque temps, vous aurez noté que nous sommes toujours en train de chercher de nouveaux moyens de soutenir votre travail pédagogique et promotionnel.

Afin de vous remercier de votre soutien, malgré cette augmentation, nous avons préparé un CD-ROM d'extraits et de clips vidéo en français que vous pourrez recevoir en cadeau. Il suffit de cocher la case appropriée sur le formulaire de renouvellement que vous venez de recevoir. Nous vous invitons également à recruter vos collègues pour qu'ils deviennent à leur tour membres de l'AATF. Pensez aussi aux stagiaires qui travaillent avec vous.

## Paiements en ligne

Vous avez peut-être remarqué un remaniement récent du site Web de l'AATF. Nous pourrions très prochainement accepter des paiements en ligne pour la plupart des services de l'AATF (adhésion ou renouvellement, achat de documents, bientôt l'inscription au congrès annuel, etc.). Dès que le site sera opérationnel, vous recevrez par mél le code-membre et le mode d'emploi. Les non membres peuvent passer des commandes moyennant des tarifs plus élevés pour les documents.

## Congrès annuel

Comme vous avez pu lire dans le message de la Présidente, les préparatifs pour le congrès de Liège continuent. Puisqu'il s'agit d'un congrès à l'étranger, rappelez-vous que les dates limites pour toutes les étapes d'organisation du congrès sont avancées. À savoir:

1<sup>er</sup> décembre: date limite pour la

soumission en ligne des propositions [www.frenchteachers.org]

1<sup>er</sup> mars: date limite pour les réservations d'hôtel (détails à venir dans le *National Bulletin* du mois de novembre)

1<sup>er</sup> juin: date limite pour la pré-inscription au congrès (détails à venir dans le *National Bulletin* du mois de janvier)

Vous trouverez tous les renseignements nécessaires pour planifier votre participation au congrès sur le site Web à [www.frenchteachers.org] au fur et à mesure que nous aurons la confirmation des détails. Les renseignements apparaîtront aussi dans les *Bulletins* de novembre et de janvier.

## Remerciements

Depuis le congrès de Baton Rouge, nous avons eu des changements de personnel au bureau national. Amy Hanson, qui travaillait avec nous depuis février 2004, est partie pour aller vivre dans le Michigan où son mari a accepté un poste de professeur de philosophie. Amy est arrivée dans notre bureau quelques mois avant le congrès international à Atlanta. Malgré le fait qu'il s'agissait de son premier congrès, elle a su réagir face à toute sorte d'imprévu. Elle nous manquera.

En attendant de rechercher quelqu'un pour la remplacer, nous avons engagé deux étudiants, Konthee qui vient de Thaïlande et qui prépare un doctorat en gestion, et Kristen, étudiante au niveau maîtrise en philosophie.

Je vous invite tous à (1) renouveler votre cotisation; (2) voter dans les élections de l'AATF; (3) partager avec nous vos bonnes idées; (4) recruter vos collègues pour qu'ils deviennent membres de l'AATF; et (5) promouvoir et défendre le français par tous les moyens.

Jayne Abrate  
Secrétaire générale  
[abrate@siu.edu]

### CHECK THE WEB FOR UPDATES

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

**ACTFL Annual Meeting  
November 16-18, 2007  
San Antonio, TX**

# CONTEST ADMINISTRATORS OF THE YEAR

## Small Chapter-Nebraska

**Nikki McDonald** has been the National French Contest Administrator for the Nebraska AATF Chapter since 1998. Although she has held no other elected position in the chapter, she has helped plan and actively participated in chapter activities such as immersion weekends, language fairs, and National French Week events. She is a regular attendee at the Nebraska International Languages Association Fall Conference. She has also been active in the local *Alliance française* for ten years and has served as treasurer, membership chair, secretary, and vice-president of that organization.



She received a B.A. from the University of New Mexico with a major in English and minors in Spanish and secondary education. Nikki taught English for eight years before taking time off to raise two children. Her husband was in the military, and in 1985 he was assigned to a base in southern Belgium. Nikki and the children were able to accompany him for a two-year tour. It was at this time that she decided to learn French, and for the two years that they were there, she worked constantly to learn the language, hiring a tutor, seeking every opportunity to speak with the local people, and working ceaselessly at home doing things such as memorizing dialogues and recording segments of radio broadcasts which she then used as *dictées*. Upon her return to the U.S., she enrolled at the University of Nebraska at Omaha where, over the next five years, she added a major in French and Nebraska teaching credentials to her degrees.

She has taught French for 16 years at the Duchesne Academy, a private girls' school in Omaha. In addition to teaching high school girls at all levels, she teaches a first-year mixed class to talented eighth graders who come daily from a neighborhood grade school.

With a colleague from a larger public school, she takes students to France every other year.

## Large Chapter-North Carolina

**Jane Romer's** whole adult life has been centered on the teaching of French. Her career began in Jacksonville, Florida, where she taught French at Fort Caroline Junior High School for three years before entering graduate school at the University of North Carolina-Chapel Hill, where she received an M.A. and a Ph.D. in Romance Languages and Literatures. Subsequent to completing graduate school and becoming a mother, and during a five-year residence in Arizona, she kept her career alive through a series of temporary positions in the local schools and community college. In 1986 she returned to North Carolina and resumed a full-time teaching career at Elon University, a small independent school with a focus on experiential and engaged learning.



She has taught all levels of French, served as department chair, was instrumental in establishing a major in French and a teacher licensure program in French and Spanish, serving as coordinator of that program from 1992 until 2007. Her career at Elon has also brought numerous opportunities to develop new courses and to lead study abroad programs.

Since 1986, she has been active in the North Carolina AATF Chapter, serving as secretary, vice-president, president, and most recently as National French Contest Administrator. Early in 2001, while Jane was President of the chapter, Evelyn Vandiver, who had served as National French Contest Administrator for thirty years, died suddenly. Given the urgency of the situation, she agreed to become interim Contest Administrator. With the patient help and advice of Lisa Narug, the work of the contest was completed successfully that year. Now, after seven years of service, she and her fellow officers have dropped the "interim" designation. She may not be able to match Evelyn Vandiver's longevity, but for now, she plans to continue to do her best as North Carolina National French Contest Administrator.

# AATF SMALL GRANTS

At the Baton Rouge Convention, the Executive Council again renewed the AATF Small Grants program for 2008 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$7500, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

In 2008, preference will be given for up to \$2500 in Small Grants to projects related to the 400<sup>th</sup> anniversary of the arrival of Samuel de Champlain in the New World. An additional \$2500 is available for Small Grants to chapters and members in New York and New England Chapters for proposals related to the celebration of this anniversary. No matching funds are required for Champlain-related projects.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 postmarked by **March 1, 2008**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY, if applicable (This must be attested to by the Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2008 are encouraged.



## 2007 OUTSTANDING CHAPTER OFFICER AWARD



Catherine Hobby, Outgoing President of the Maine Chapter, is the recipient of the first AATF Outstanding Chapter Officer Award.

She states: I am very honored to receive this award. I could not have done it without the invaluable aid of my fellow officers, Ray Pelletier, Sylvie Charron, and Priscille Michaud. My tenure as President was truly a team effort.

I was president of the AATF Maine Chapter from 2004-2006 during which time I tried to keep AATF members connected and abreast of anything of importance and of interest to French teachers, from encouraging them to join the Advocacy Initiative to letting them know of a good Franco-American concert. We also held well-attended fall conferences. I have also helped in any way that I could to support the only French School in Maine *L'École française du Maine*—I started by creating their logo.

I am currently teaching in Falmouth Schools, where I designed and implemented an early elementary French program. Next year, I will be the Curriculum Coordinator for the French and Spanish programs for Grades 1-12.

I am certified to teach French in



Maine and am the first teacher in Maine to be National Board Certified in French and the only one to be certified in World Languages Other than English at the Early and Middle Childhood level. I have worked with the Maine Department of Education, most notably on the State Advisory Committee, the Maine Learning Results Review Panel. I have also designed and piloted assessments for the Local Assessment System.

I served the Foreign Language Association of Maine (FLAME) as President in 2003-2004 and am now Secretary and Newsletter Editor. I am also the recipient of the FLAME Leadership Award in 2006.

## A MESSAGE FROM PRESIDENT BUSH



THE WHITE HOUSE  
WASHINGTON

August 30, 2007

I send greetings to those celebrating National French Week 2007, hosted by the American Association of Teachers of French.

Effective communication can help build a world that lives in liberty, trades in freedom, and grows in prosperity. By studying French, Americans can demonstrate an interest in the lives of others and gain a better understanding of the world. For 80 years, the American Association of Teachers of French has helped foster an appreciation for French language, history, and traditions. National French Week is an opportunity to celebrate the benefits of learning French and to encourage cultural awareness throughout our country.

I appreciate the members of the AATF, and I am grateful for the teachers, administrators, and other dedicated professionals who promote language learning. Your efforts help enhance the ties between nations and create a future of promise for people everywhere.

Laura and I send our best wishes.

### 2007 AATF SUMMER SCHOLARSHIP WINNERS

**UNIVERSITÉ DE MONTRÉAL:** *Suzanne Stadnicki (PA)*

**UNIVERSITÉ DU QUÉBEC À CHICOUTIMI:** *Kathryn Breseann (FL)*

**UNIVERSITÉ LAVAL:** *Susan Blackburn (PA)*

**UNIVERSITÉ MCGILL:** *Richard Baron (IN)*

**GOVERNEMENT DU QUÉBEC:** *Karen Boschker (WA), Paula Callaway (IN), Jennifer Ferrence (PA), Aliza Schneller (MA), Jane Weaver (TN)*

**COMMUNAUTÉ FRANÇAISE DE BELGIQUE:**

*Lisa Signori (SC) & Maren Herzog (VA)*

**FRANCE:** *Madalina Akli (TX), Linda Bayes (UT), Kimberly Caster (MN),*

*Kathleen Daigneault (NY), Tina Ocone-Ramirez (CT), Kate Paesani (MI), Ann Perrine (CO), Jacqueline Rapke (FL), Sue Slaughter (AR), Seung Yoon (NJ)*

**WALTER JENSEN STUDENT SCHOLARSHIP:** *Nicole Atkinson (VA)*

## 2007 AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD WINNERS



The winner of the 2007 Dorothy Ludwig Excellence in Teaching Award (Secondary) is **Tracy Lambert**, Lafayette High School, Lexington (KY). Tracy earned a B.A. and an

M.A. from the University of Kentucky. She is active in the Kentucky World Language Association (KWLA) and participates in local AATF chapter activities. She is also a member of Phi Beta Kappa, the Southern Conference on Language Teaching, Kentucky Teacher Forum, AATF National Commission on Professional Teacher Standards, and Kentucky Association of National Board Certified Teachers.

Although she has spent her entire teaching career at Lafayette High School, she has also taught in other venues. From her summers spent working for Americorps to her yearlong exchange teaching English to children in Deauville, France, working with young people has always been a priority. Teaching French provides her with an outlet for her creative energy, a constant "project" for her organizational skills, a forum for interaction with both adolescents and adults, and a cohort with which she can share her love of the French language and Francophone cultures.

Tracy is proud of her advocacy for quality world language instruction. Through seeking professional development opportunities, serving as a mentor, and participating in leadership activities, she is an advocate for the growth and improvement of quality world language instruction.

She has presented workshops at the University of Kentucky, the KWLA State Conference, and the College Board National Forum. Most recently, she obtained funding to send teachers from her school into the middle schools to promote languages.

Tracy's contributions were recognized with the 2007 Kentucky High School Teacher of the Year Award. By maintaining an interesting, active, dynamic French program and by serving as a model for other language teachers seeking inspiration for ways to shore up the programs at their schools, Tracy hopes to influence the preservation and improvement of language programs at all schools.

The winner of the 2007 Dorothy S. Ludwig Excellence in Teaching Award (Post-Secondary) is **John Patrick Greene**. Dr Greene was born in Shrewsbury (England) and raised in Swansea (Wales). He

comes from a family of teachers—both parents and his sister were experienced educators. He attended the University of London-Goldsmiths' College where he was awarded an honors degree in French in 1984. He subsequently obtained a teaching assistantship at the University of Wisconsin-Madison and so began his life in the U.S.

After receiving his Master of Arts degree in 1986 and his Ph.D. in 1991, he moved to the University of Louisville as an assistant professor of French. He was awarded tenure and promotion to associate professor in 1997. Thanks in part to generous grant funding, he has expanded his teaching expertise from basic language, literature, and culture surveys to include business French, French cinema, graduate-level courses on men and women writers, teaching legal French, and a theater practicum course which emphasizes language acquisition through performance. He is the recipient of numerous teaching awards, including the President's Distinguished Teaching Award at the University of Louisville, and he was the winner of the Innovative Course Design Competition of the American Society for Eighteenth-Century Studies.

His research focuses on the representation of objects in French fiction. His work has appeared in several books and journals such as *Studies on Voltaire* and *Eighteenth-Century Life*. He has presented his research at conferences held at Oxford, Cambridge, Montreal, and Dublin as well as at many scholarly forums in the U.S. He has been the recipient of external grant funding to present and publish his research at the National Library of Australia in Canberra (2001), the Clark Library at UCLA (2002), and the *Collège de France* in Paris (2003).

We extend our congratulations to both these outstanding professionals who join a long line of distinguished colleagues who have received this award and who have continued to make important contributions to the work of the AATF.



## ELECTIONS THIS FALL YOUR VOTE COUNTS!

The AATF will be holding elections this fall for four positions on the Executive Council. Regional Representatives will be elected for a three-year term (2008-2010) in Region IV: Mid-Atlantic, Region VI: East Central, and Region VIII: Southwest. An AATF Vice-President will also be elected for the term 2008-2010.

Ballots will be included with the dues renewal notices that every AATF member will receive in early September. Ballots must be returned to National Headquarters by **November 1, 2007**.

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### 2008 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms, composed of members who have been awarded the Academic Palms by the French Ministry of Education, will award three student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2008. To qualify, the student must be a junior or senior enrolled in a high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Each scholarship of \$2500 may be used to cover travel and program costs in a French program that the recipient selects. The application must be endorsed by a member of ASFAP and be **received by December 8, 2007**. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Dr. Margot Steinhart at [m.steinhart@sbcglobal.net].

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### NEWS FROM THE EXECUTIVE COUNCIL

Four new Executive Council members joined the group during the 2007 Convention in Baton Rouge. **Ann Sunderland** was elected Vice-President for the term 2007-2009. Region I (Greater New York) Representative **Madeline Turan** and Region V (South Atlantic) Representative **Michèle Bissière** were elected for the term 2007-2009. Region III (New York State) Representative **David Graham** was re-elected to a second term for the same period. Finally, Managing Editor of the *French Review*, **Wynne Wong** joined the Council for a three-year term. We are pleased to welcome them to the Executive Council.

# REGIONAL REPORTS

## Region IX - Pacific:

Chapters in Region IX work energetically to provide interesting activities and support for their members. Many work closely with the French consulates in their areas as well as with the *Alliance française* and other Francophone organizations to sponsor a variety of events.

**Foreign Language Teacher of the Year:** Region IX is particularly proud of Christine Lanphere, a member of the Northern California Chapter, who was named National Foreign Language Teacher of the Year by ACTFL. Christine is an outstanding French teacher from Natomas High School, who has worked tirelessly to promote French. She is a wonderful advocate for all foreign language teachers as she travels throughout the country making presentations at national, state, and local conferences.

**Grand Concours and FLES Contest:** The national contests continue to be an important focus for Region IX with all chapters reporting national winners. This year over 10,789 students from Region IX participated in the exams, an increase of 13.44% overall. Special congratulations to three chapters for increasing their enrollment:

- San Diego Chapter: 42% increase (Mark Rosenblum, Contest Administrator)
- Washington/British Columbia/Alaska/Alberta Chapter: 28% increase (Kathleen Brunner, Contest Administrator)
- Northern California Chapter: 24% increase (Pat Nakashima and Elizabeth Miller, Contest Administrators)

The Regional Star Award for Region IX was presented to Juliana Jackson, a student at Charles Wright Academy (WA). Juliana is a student of Brian Crawford, a member of the Washington/British Columbia/Alaska/Alberta Chapter.

The Washington/British Columbia/Alaska/Alberta Chapter presented its prestigious 2007 Langenscheidt Award for effort and achievement in French to Carlos Barajas, a graduating senior from Decatur High School and student of Tina Irish, Chapter Secretary-Treasurer. Many chapter members attended the 2006 COFLT/WAFLT conference.

The Hawaii chapter continues working with the University of Hawaii to provide workshops for French teachers. In November, the Chapter held its annual French Language Workshop, an opportunity for French teachers to share ideas with university colleagues. In January members met with the University of Hawaii French Graduate Division to discuss the benefits of AATF membership.

The Boise *Alliance française* sponsored

*le Français dans le Monde* during National French Week for students to showcase work and businesses to advertise their services. The Idaho Chapter has developed a French Fact Pack for the state that has been made available through the state language association's Web site as well as on the AATF Web site.

The Oregon Chapter held an immersion day in August 2006. Members participated in the COFLT/WAFLT spring and fall conferences. One of the year's highlights was a lecture given by Daniel Coste at George Fox University on language learning and culture in the European community.

The Northern California Chapter began the year with an opportunity for its officers and selected teachers in the area to participate in a workshop co-sponsored by the *Consulat de France* in San Francisco and the *Alliance française de San Francisco*. Jean-François Questin, *Attaché culturel adjoint*, and his assistant, Finaritra Ramialison, organized this workshop for AATF members to become familiar with the European Language Portfolio, a tool for language evaluation that has been used in Europe for a number of years. Daniel Coste, guest presenter, explained the history of the portfolio and shared the rubrics developed for evaluation.

National French Week activities included a film festival co-sponsored by the French Consulate and the San Francisco Film Society. Several high schools were privileged to have Cécile Gambini, French author and illustrator, speak to advanced French students. She shared illustration techniques and storyboard techniques. Many students viewed a bilingual performance of Molière's *Le Malade imaginaire*.

In March the Chapter held its annual *Journée de printemps*. The theme this year was «Le français et les autres disciplines». Participants had the opportunity to hear presentations and receive materials on French in disciplines such as art, science, history, music, and technology. Finaritra Ramialison, from the French Consulate, distributed DVDs of recent music videos as an additional perk for participants. Special thanks to chapter officers Agnieszka Waclawek, Anne-Marie Lemoine, Clotilde Grès, Pat Nakashima, Hélène Chan, and Region IX Representative Anne Jensen for making this workshop so successful.

This year Northern California teachers who participated in the National French Contest decided that they preferred holding their own school awards programs rather than traveling from long distances to a chapter ceremony to honor national winners. Because the chapter had over 503 national

winners, finding a location and time for such a huge ceremony has become increasingly difficult. Most teachers are very happy to organize their own awards programs at their schools and have a higher parent participation rate.

The Chapter continues to collaborate with the San Jose State University in an annual poetry competition and with the *Alliance française de Saratoga* for the annual scholarship competition.

The Southern California Chapter began the year with the annual *Dîner de la rentrée* at a Moroccan restaurant. The Chapter collaborated with Whittier College to organize special activities to celebrate National French Week. Marie-Magdeleine Chirol, Vice-President for Communications, organized the tenth annual French play at Whittier College, *Jacques Brel ou l'Impossible rêve*.

In collaboration with the *Alliance française de Pasadena*, the Chapter organized an *atelier pédagogique* organized by President Amy Likover and Secretary Michelle Pedrini. During the annual *Remise des prix*, keynote speaker, Yves Magloé from Togo, made a passionate appeal to the students about the pursuit of global citizenship.

Congratulations to Marie-Magdeleine Chirol, who received a 2007 AATF National French Week Grant.

The Arizona Chapter sponsored a session at the Arizona Language Association fall conference, «Politique internationale du Québec et son volet américain» presented by Denis Turcotte, *délégué du Québec à Los Angeles*. During National French Week the Chapter collaborated with other French organizations—the *Alliances françaises* of Phoenix and Tucson, the Grenoble Committee of the Phoenix Sister Cities Commission, the *Institut français d'Arizona*, Arizona State University, and the *Cercle français*—to sponsor activities: a presentation on Paul Cézanne in honor of the 120<sup>th</sup> anniversary of the artist's death, *une Fête de la Francophonie*, a basketball game after which participants spoke in French with Phoenix Suns' player and French native Boris Diaw, a film of Samuel Beckett's play *En Attendant Godot* in honor of the 100<sup>th</sup> anniversary of the writer's birth, and a bilingual presentation of Molière's play *Le Malade imaginaire* by the National Theater for the Arts and Education. In February, Dominique Viart, *Université de Lille III*, gave lectures on the topic of «La Littérature française contemporaine», co-sponsored by the *Alliance française* and Arizona State University in Phoenix and by the *Alliance française* and University of Arizona in

Tucson.

Submitted by  
Anne Jensen  
Region IX Representative  
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### Region I: Greater New York

The four chapters in the region were involved in a variety of activities during the past year. Many of these revolved around National French Week and *Le Grand Concours*. The winner of the Regional Star Award is Natalie Crnosija, Suffolk Chapter.

For National French Week, the Metropolitan New York and Nassau Chapters, in conjunction with the *Alliance française* and the *Service culturel* of the French Embassy, sponsored a contest on *Les Impressionnistes*. In the Westchester and Suffolk Chapters, celebrations were individualized by schools and districts. Teachers and French departments organized cultural events and lessons to celebrate the diversity of the French-speaking world.

*Le Grand Concours* was a focal point throughout the region with record participation. Both local and national winners were feted at several *Distribution des prix*, and several chapters were forced to hold two ceremonies to accommodate the number of winners being recognized. In addition to AATF certificates and medals, students received additional prizes ranging from books to monetary awards.

The Nassau and Suffolk Chapters sponsored local *Concours de poésie*, awarding prizes for original verse and recitation of classical poetry. Involvement in these events has become increasingly popular, and the number of students and schools participating has increased dramatically.

Each chapter handles annual membership events in various ways. The *Gala* of the Metropolitan Chapter has traditionally been the key event for its activities, and this year was not an exception. Highlights were presentations about the lives of Impressionist painters, the Statue of Liberty, and a special program led by Robert "Tennessee Bob" Peckham. The kickoff event for the Nassau Chapter was a gathering of the Executive Board where outgoing Region I Representative Myrna Delson-Karan was recognized for her outstanding service. The Suffolk Chapter's "Meet-and-Greet" Social was again successful in attracting new members and reuniting current members after the summer break.

Some special programs from this year were:

- Metropolitan Chapter: An evening at Baruch College discussing "Québécois Women Writers" helped to sponsor a membership drive; the French

presentation *Le Petit Prince* at the UFT office also helped to increase enrollment; a \$5000 scholarship was awarded to Ely Bosworth by the *Organisation internationale de la Francophonie* office at the United Nations.

- Nassau Chapter: "La Soirée de Hockey" made a comeback as members, their students, and families were invited to attend a game between the New York Islanders and the Montreal Canadiens. A discussion session with one of the French-speaking players was held afterwards; Fernande Wagman spoke about her experiences as a Holocaust survivor and signed copies of her book, *The Demarcation Line*; the annual Joan Feindler and Francine Johnston Memorial Awards were given to deserving students;
- Suffolk Chapter: The chapter Web site [www.geocities.com/aatf\_suffolk/] is up and running; *l'échange exquis* Swap Shop was held where teachers met and exchanged copies of lessons and plans that had been successful in their classrooms; the annual Kay Lyons Memorial Award for Excellence in the Study of French Language and Culture was given to Natalie Crnosija; a substantial number of posters were submitted to the National FLES\* Poster Contest and were awarded national recognition.
- Westchester Chapter: A *Sortie cinéma* to view the new film about Edith Piaf, *La Vie en rose*, was organized for members; workshops for teachers have been arranged in conjunction with SUNY Purchase; plans for the creation of a film course to be held at the Joseph Burns Center are being finalized.

Submitted by  
Madeline Turan  
Region I Representative  
[chezmadeline@optonline.net]

### Region II: New England

This region is made up of seven chapters: Connecticut, Eastern Massachusetts, Maine, New Hampshire, Rhode Island, Vermont, and Western Massachusetts. For the activities of these chapters, please see the rubric "Chapter News" (pages 23-24).

Jean-Pierre Berwald  
Region II Representative  
[berwald@frital.umass.edu]

**VISIT THE JNCL WEB SITE**  
**www.languagepolicy.org**

## 2007 AWARD WINNERS BATON ROUGE CONVENTION

### **AATF Dorothy S. Ludwig Excellence in Teaching Award**

Secondary Level:

**Tracy Lambert (KY)**

University

**John Patrick Greene (KY)**

### **National French Contest Administrator of the Year**

Small Chapter

**Nikki McDonald (NE)**

Large Chapter

**Jane Romer (NC)**

### **AATF Outstanding Chapter Awards**

Large Chapters

1<sup>st</sup> place: **Detroit, MI**

2<sup>nd</sup> place: **Houston, TX**

Small Chapters

1<sup>st</sup> place: **Oklahoma**

2<sup>nd</sup> place: **Louisiana**

Honorable mention:

**Rhode Island**

### **ISE Language Matters Award Donna Czarnecki (IL)**

### **AATF/FCS/Concordia Admin- istrator of the Year Award**

**Dr. David Hook (TX)**

Student: **Megan Esteb**

### **AATF/CERAN Lingua Out- standing Chapter Officer Award**

**Catherine Hobby (ME)**

## CALL FOR PROPOSALS 2008 AATF CONVENTION IN LIEGE

The on-line call for proposals for the 2008 AATF convention, to be held July 16-19 at the Convention Center in Liege, Belgium has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 1, 2007**. All those interested in submitting a proposal should consult the AATF Web site.

# AATF NATIONAL COMMISSIONS

## NEW HONORARY MEMBER

### Commission on Advocacy

**Robert "Tennessee Bob" Peckham, Chair**

Modern Foreign Languages  
University of Tennessee  
Martin, TN 38237  
E-mail: [bobp@utm.edu]

### Commission on Articulation

**Suzanne Hendrickson, Chair**

Dept. of Languages & Literatures  
Arizona State University  
Tempe, AZ 85287-0202  
E-mail: [sue.hendrickson@asu.edu]

### Commission on Community Colleges

**Denise McCracken, Chair**

St. Charles County Community College  
4601 Mid Rivers Mall Drive  
St. Peters, MO 63376  
E-mail: [dmccracken@stchas.edu]

### Commission on Cultural Competence

**Marie-Christine Koop, Chair**

Dept. of Foreign Languages  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

### FLES\* Commission

**Harriet Saxon, Chair**

Montclair State University,  
One Normal Avenue  
Upper Montclair, NJ 07043  
E-mail: [hdparis20@aol.com]

### Commission on French for Business and Economic Purposes

**Eileen Angelini, Chair**

Canisius College  
2001 Main Street  
Buffalo, NY 14208-1098  
E-mail: [eileen.angelini@canisius.edu]

### Commission for the Promotion of French

**Joyce Beckwith, Chair**

Wilmington High School  
Wilmington, MA 01887  
E-mail: [jbeckwith@wilmington.k12.ma.us]

### Commission on High Schools

**Brenda Benzin, Chair**

824 Delaware Road  
Kenmore, NY 14223-1236  
E-mail: [bbenzin@aol.com]

### Commission on Middle Schools

**Janel Lafond-Paquin, Chair**

Rogers High School  
15 Wickham Road  
Newport, RI 02840  
E-mail: [madamep51@hotmail.com]

### Commission on Student Standards

**Nancy J. Gadbois, Chair**

86 East Street  
Southampton, MA 01073  
E-mail: [nancygadbois@charter.net]

### Commission on Professional Teacher Standards

**Susan Colville-Hall, Chair**

University of Akron  
Akron, OH 44325-4205  
E-mail: [colvill@uakron.edu]

### Commission on Telematics and New Technologies

**Lara Lomicka Anderson, Chair**

809 Humanities Office Building  
University of South Carolina  
Columbia, SC 29208  
E-mail: [lomicka@sc.edu]

### Commission on Universities

**Patricia Cummins, Chair**

School of World Studies  
Virginia Commonwealth University  
P.O. Box 842021  
Richmond, VA 23284-2021  
E-mail: [pcummins@vcu.edu]



Barry Jean Ancelet, keynote speaker at the convention in Baton Rouge, has been named an Honorary Member of the AATF. A native Louisiana French-speaking Cajun, he is a graduate of University of Southwestern Louisiana, Indiana University, and the *Université de Provence* (Aix-Marseille I). He is Professor of Francophone Studies at the University of Louisiana Lafayette. We are honored to confer the status of Honorary Member on Barry Jean Ancelet.

## CONGRÈS DE LIÈGE

Submit your proposals on-line by  
**December 1, 2007** at  
[[www.frenchteachers.org](http://www.frenchteachers.org)].

## NEW ! AATF POSTCARD SERIES

The AATF has just produced six series of postcards related to France and the French-speaking world. Each series is composed of 10 different images accompanied by a 12-page study guide to utilize the images in the classroom. Each set \$8 or all 6 sets for \$45 (members)/\$10 or \$55 (nonmembers).

- \_\_\_\_\_ **Châteaux** (Amboise, Azay-le-Rideau, Chambord, Chantilly, Chenonceau, Cheverny, Ussé, Valençay, Vaux-le-Vicomte, Villandry)
- \_\_\_\_\_ **Églises et cathédrales** (Amiens, Chartres, Lyon, Mont St. Michel, Notre-Dame de Paris, Reims, Rodez, St. Denis, St. Rémy, St. Sernin)
- \_\_\_\_\_ **Martinique** (Baie de Fort-de-France, Bibliothèque Schoelcher, Cathédrale, Diamant, Flore, Fort-de-France, Mont Pelée, St. Pierre)
- \_\_\_\_\_ **Paris** (Beaubourg, Défense, Hôtel de Ville, Louvre, Métro, Notre-Dame, Opéra Bastille, Opéra Garnier, Sacré Coeur, Tour Eiffel)
- \_\_\_\_\_ **Provence** (Aiges-Mortes, Arènes de Nîmes, Arles et les Arènes, Baux-de-Provence, Grasse, Marseille, Pont Van Gogh, St. Trophime, Théâtre antique d'Orange)
- \_\_\_\_\_ **Québec** (Cap des Rosiers, Château Frontenac, Chutes de la Chaudière, Chutes Montmorency, Montréal, Rocher Percé, St. Laurent, Ste. Anne de Beaupré, Ville de Québec)

\_\_\_\_\_ sets x \$8 = \_\_\_\_\_ or \$45 for all 6 sets (member prices)

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

## 2007 ISE LANGUAGE MATTERS AWARD WINNER

**Donna Czarnecki** has been named the recipient of the 2007 Intercultural Student Experiences "Language Matters" Award which recognizes yearly a teacher who has successfully immersed students in French and has truly organized his or her teaching and professional development around language immersion. Because of her own positive immersion experiences, including a six-week high school summer exchange experience,



a six-month college immersion program in studies and travel in France, and three summers of study at Middlebury College leading to an M.A., she knows how important it is to offer students similar opportunities to develop their fluency.

Throughout Donna's teaching career, she has provided many authentic immersion experiences outside the classroom for students to apply their speaking skills. Between 1978 and 2001 she directed, several times a year, the George Williams College/Benedictine University French Immersion Weekends Program in which thousands of participants, ranging in age from 16 to 88, were enriched culturally, developed their linguistic abilities, and gained confidence in communicating in the target language through cultural classes, game sessions, folk dancing, French films, optional religious services, authentic French meals, singing sessions, conversation, and *la Comédie française*.

In addition to Immersion Weekends, she has organized French Immersions for teach-

ers at language conventions, area schools, and for the Chicago Public School system. Donna not only created the French Exchange program at her high school, Lyons Township High School in La Grange (IL), but when she was department chair (1981-1987) she encouraged the other language teachers (Italian, Spanish, German) to

create similar exchange programs. International immersion experiences have now been going on at the school for 26 years.

Donna immerses her students in French from the moment they enter her classroom until the time they leave. Often the noise level, such as when her *marché* and her *casino* activities are going on, is high and interaction is intense.

We are pleased to note that Donna is also a past recipient of the Dorothy Ludwig Excellence in Teaching Award.

The award is sponsored by Intercultural Student Experiences. Previous winners include Mimi Hagedorn (2005) and Davara Potel (2006).



## ADVOCACY FOR FRENCH PROGRAMS

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

### Template Sites for State French Advocacy

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.rogers.k12.ar.us/users/bgilmer/arkfrench.html]
- California Needs French [www.usfca.edu/artscience/californianeedsfrench/]
- Illinois Needs French [http://ww2.hfhighschool.org/~wstglic/aatfadvocacy0]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf\_advocacy\_fact\_pack\_for\_main.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian\_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri Needs French [flamnet.org/MOFrench.doc]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [blogs.davidson.edu/mtblog/NC-AATF/advocacy.html]
- Advocacy Fact Pack for Ohio [ms.loganhocking.k12.oh.us/~madame/ohiofrench.htm]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/winfrench/index.htm]

### NEW! LAISSEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.



\_\_\_\_\_ T-shirts x \$13    \_\_\_ M \_\_\_ L \_\_\_ XL  
 \_\_\_\_\_ T-shirts x \$14    \_\_\_ XXL  
 \_\_\_\_\_ Bags x \$10 each  
 \_\_\_\_\_ Total enclosed

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

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

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

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



# NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2007 is "La Francophonie: Des amis du monde entier/ Francophonie: Friends Around the World."

## ESSAY CONTEST

**Deadline:** Postmarked by **October 15, 2007.**

**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 2007. 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, teacher's full name, and AATF chapter name must be written on the cover of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

ten on the back of the poster. Submissions with incomplete information will not be judged.

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, 2007.**

**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 2007. 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, teacher's full name, and AATF chapter name must be written on the back of the poster.

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.



## NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



The following items are available from AATF at cost for promoting National French Week. Order early! Prices for promotional items include first class postage. Rush delivery available for an additional charge.

	Quantity	Total
Bumper Stickers: <b>National French Week: November 2-8</b> [50 cents each or 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> [65 cents each or 10 for \$6]	_____	_____
Balloons: <b>National French Week: La Semaine du Français</b> [10 for \$1]	_____	_____
<b>**SPECIAL:</b> Order 25 of each item (100 items total) for \$25 (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. [5 invitations & envelopes for \$1]	_____	_____
<b>Posters:</b> Copies of the 2007-2008 promotional poster are available while supplies last. [\$2 each or 10 for \$15]	_____	_____
<b>T-shirts</b> (blue with white logo design) _____	T-shirts x \$13    ___ M ___ L ___ XL	_____
_____	T-shirts x \$14    ___ XXL	_____

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

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

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

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

Send this form with payment to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org]. Direct questions to [aatf@frenchteachers.org].

# NATIONAL FRENCH WEEK 2007

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

Special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts) are still available for distribution (see page 15). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

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



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

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

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

## CELEBRATE NATIONAL FRENCH WEEK

## NOVEMBER 5-11, 2007-08



### NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2007 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- If you have not already done so, request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 26) or National French Week items (page 15);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.



# TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

## The Growing "Net" Worth of French

For those Americans who cannot breathe without someone to hate, France will always be a backward third world country, filled with convenient fodder for racist stereotyping.

The rest of us might actually experience an attitudinal shift from a dose of reality. For instance, it is time to replace the 1980s stereotypical image of the Frenchman in Paris hunched over his Minitel terminal keyboard, messaging or playing an on-line game with someone in ... Now wait just a second here!!

I thought this time travel thing was supposed to catch the French in some kind of culturally quaint, if not luddite pastime. How could they be messaging and playing on-line games in the 1980s. It was not until the mid-1990s that many of us in the U.S. became thunderous warriors for primitive TDome.

It's time for "Net History 101." We need to know something about the French and network computing. Plans for the Minitel system as a low-cost terminal associated with an electronic telephone directory service, were announced by Gérard Thery, General Director for Telecommunications, in February of 1979 and tested in Saint-Malo in July 1980. By March 1981, the French were putting a newspaper on-line, *Le Parisien Libéré*, though the formal launch of Minitel was in 1982. By 1985, the French on-line gaming system, Funitel, was already averaging 100,000 users per month.

Systran has been available on the French Minitel network since 1988. Minitel had a reasonably intelligent search engine and message boards, could make train and airline reservations, check stock prices, do mail-order retail. In its heyday, the old Minitel system had over 14 million subscribers (about a quarter of the French population) and 25 million users (43% of the French population) in the mid- to late 1990s. Connection rate at that time was stable at around 100 million users per month with 150 million on-line telephone directory inquiries. France was the world's most wired nation. Of course, the Minitel model was not adopted elsewhere, in spite of its British Telecom partner, Prestel.

The Minitel technology did not have the desired expandability for growth in international markets. Furthermore, its unit pricing was all wrong for customer bases used to working with cable TV pricing. France, where many small businesses had grown up around Minitel, experienced its own dot-com bubble burst and became temporarily isolated while they adapted. Because of the success of Minitel and the attachment the French had for it, France did not join the Internet revolution in the same way that other countries did. In the heyday of dial-up con-

nections the state-owned telecommunications industry was slow to create a segue from the Minitel rates system and could not make rates attractive enough to grow a solid customer base. During this period of adjustment, other areas of the Francophone world were not standing still. In 1998, Quebec, with less than 6% of the Francophone population, hosted over 30% of the French language Web content.

Don't count the French out yet. The number of French speakers logging on to the Internet grew by 200% between 2000 and 2005. In 2005, French-language Internet content put French in third position after English and German. France is now cited among "Superstars of the Mobile Internet" by the World Summit on the Information Society, because it is ranked second in the number of people who use their mobile phones (or mobile networks) to download entertainment, exchange picture messages, and access the Internet. No surprise that the country which invented the smart card and revolutionized cellular communications with their GSM system should become leaders in ultra-portable hand-held Internet evolution.

According to the comScore Networks Mobile Tracking Study (October 2006) as reported by the Center for Media Research, 28% of France's on-line population accesses the Web from mobile phones. That is about 50% higher than the U.S. France is ahead of the U.S. in another and very basic aspect of Internet use. In the latest statistics from the Organization for Economic Co-Operation and Development (December 2006), France moved ahead of the U.S. in terms of broadband penetration. This report indicates that five of the fourteen top countries for "broadband subscribers per 100 inhabitants" have French as an official language. With over 16,000 wireless access points in France, it currently ranks sixth worldwide for the number of WiFi hotspots. In 2005, at 29 hours and 43 minutes spent on-line per month for the average user, the French ranked third behind Australians and Brazilians in this category. Current estimates run as high as 40 hours per month.

For a while, on-line Internet retailing in France lagged behind many of the Internet-connected countries. However, growth of on-line sales for 2005 was 44%. 2006 was also a big year for on-line sales, which, from 16,000+ points of sale (Web sites), grew by over 33% to 9.3 billion euros, according to the conservative Benchmark Group study reported in the April 2007 issue of *L'Économiste*. Moreover, *Ecommerce Digest* states that in 2004, 14% of all French retail sales were by e-business, and estimates for

2007 are for continued on-line sales growth of 25%.

On-line sales is not the only area where French businesses are making Internet strides. E-administrative services are evolving and increasingly used by a growing French on-line population. The third edition of the "ADELE barometer for administration services on-line," carried out by BVA for the ADAE agency in March 2005, showed that 25% of French people had already conducted administrative procedures via the Internet. A 93% satisfaction rate, stated in the same survey, is a sign of the efforts and ingenuity of French companies in using new technologies, and it should come as no surprise that France ranked third in the international "Performance of public services: new expectations, new experiences" survey in April 2005.

France's migration toward fiber-based broadband is a facilitator for innovations in Internet delivered media. France has the most-advanced IPTV market today and the most IPTV subscribers of any country. France was also first in Microsoft's IPTV rollout in 2006. In Europe, the French are leaders when it comes to watching TV on the Web with 59 percent saying they view previews and episodes of their favorite shows on-line.

Continuing to look at French Internet uses, it is easy to see they are more passionate about blogs than Americans are. In May of 2006 alone, 60% of French Internet users visited blogs, while the figure was about half that in the U.S. The idea of unlimited telephony via broadband seems to have caught on with technological innovations like Livebox, now the leading WiFi multiplay gateway in France, which passed the 2,000,000 user mark in April 2006. Since July 28, 2004, France, under the auspices of the *Association des Fournisseurs d'Accès*, has had a charter for "Music and Internet" to facilitate the economy of legal distribution of digitally formatted music on-line and the protection of its artistic creators.

A final note about network computing and the Minitel era. Minitel was popular not because the French fell in love with computing. Rather, it succeeded because there were no computing issues to deal with. Even now, only a little over 60% of French households actually own personal computers. The French ISP Neuf Cégétel remembers how France responded to the simplicity of Minitel. They have developed a limited function personal minicomputer, about the size of a toaster, using a Linux operating system with a simple graphic user interface which will be provided as part of their broadband service.

If they succeed, it will not only boost the French broadband subscription statistics, but it may also advance the status of open source computing and the possibility of commercially competitive Linux-based operating systems.

Other French-speaking areas of the world are embracing Internet culture. Canada's technological infrastructure is second only to the U.S. among the G7 countries, particularly strong in number of computers and number of Internet hosts per 1000 people. It was one of the first countries in the world to embrace high-speed Internet. ISOC Quebec has a prize-winning plan for achieving 95% Internet connectivity in Quebec by 2017. Because of Canada's bilingual status, French-language content is relatively high.

In Africa, French-speaking countries generally have a higher profile on the Web and greater institutional connectivity than the non-French speaking countries. In Cameroon UNITAR and ORSTOM have collaborated in a joint project focusing on technical capacity building in Sub-Saharan Francophone Africa. Of university Web sites in Sub-Saharan Africa, 20 come up in French as their primary language. If you add in some North African countries like Algeria, Morocco, and Tunisia, the number increases significantly. In some of the Francophone countries which had used Minitel, X.25 packet-switched based services (impractical in modern public Internet because of high-cost and traffic-based tariffs) are now used by banks and other large corporations requiring secure real-time low-volume data transactions such as credit card verification. In spite of very low wages, superstructure, and other difficulties, in Francophone African countries like Senegal, Morocco, and Benin, well over 5% of the population were Internet users in 2005.

In a virtual cosmos of the Internet, where all languages share the same space and where fewer than 30% of users are English speakers, other languages gain in importance. Naturally, the status of French on the Internet is going to be affected by the actual number of French speakers worldwide relative to the number of speakers in other languages. As we all know, arguments about the importance of a language based on raw demographic statistics have little validity, though even in this primitive statistic French is ranked sixth. It is when we consider the number of countries where French is an important Internet access language, the connectivity growth, type, and quality in French-speaking countries, the number of French-language Web hosts, the presence of French in page translation applications, the usage patterns of French speakers, and the rate of expansion into immersing Internet media

such as IPTV and wireless Internet from hand-held mobile devices, that we begin to understand the "net" worth of French.

Robert "Tennessee Bob" Peckham  
University of Tennessee-Martin  
[bobp@utm.edu]

#### WEBLIOGRAPHY

- Africa Links Directory - Internet World Stats [www.internetworldstats.com/af]
- Canadian broadband ranking [www.p2pnet.net/story/12051]
- comScore Reports Traffic to Leading French Sites in February [www.pnnewswire.co.uk/cgi/news/release?id=193693]
- Connectivité et diversité linguistique [www.pch.gc.ca/pc-ch/pubs/fr\_internet/part7\_f.cfm]
- Ecommerce Statistics: Europe [www.ecommerce-digest.com/ecommerce-prospects-europe.html]
- France: Le commerce en ligne tiré par l'habillement (*L'Économiste*, 11/5/2007) [www.leconomiste.com/article.html?a=77689]
- France caters to market for the most simple of computers [http://iht.com/articles/2007/04/02/technology/neuf.php]
- France Web Market Overview [www.readwriteweb.com/archives/france\_web\_market.php]
- French administration goes online (France Now) [www.investinfrance.org/France/Newsroom/Newsletter/Attractiveness/en/news011/article1.html]
- French on the Internet: Promotion Through Innovation [www.pch.gc.ca/pc-ch/pubs/fr\_internet/index\_e.cfm]
- The French Read Blogs More Than Americans, Brits And Just About Everyone [www.businessweek.com/innovate/NussbaumOnDesign/archives/2006/08/the\_french\_blog.html]
- Global Reach - France [www.greach.com/gbc/fr/french.php3]
- Global System for Mobile Communications [http://en.wikipedia.org/wiki/GSM]
- Internet en France (Wikipedia) [http://fr.wikipedia.org/wiki/Internet\_en\_France]
- Minitel (Wikipedia) [http://en.wikipedia.org/wiki/Minitel]
- Online Timeline (David Carlson, U. of Florida Media Lab) [http://iml.jou.ufl.edu/carlson/1980s.shtml]

**BE SURE TO VISIT THE  
JNCL WEB SITE  
www.languagepolicy.org**

## AATF HONORARY MEMBERSHIP PRESENTED



Former French Minister for Equal Opportunity Azouz Begag receives the plaque designating him as an honorary member of the AATF.

AATF Past-President Margot Steinhart made the presentation to Minister Azouz Begag in his ministerial office in Paris in March 2007. Mr. Begag was the keynote speaker at the 2006 AATF Conference in Milwaukee. His book, *Le Gone du Chaâba*, was on the 2006 AATF Book Club List, and the film based on this work was shown during the conference.

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

Vol. 81, No. 1 (October 2007)  
Articles include the titles below and more:

- "Lexique des quatre saisons" (B. Cerquiglini)
- "Bloc-notes culturel" (J. McNab)
- "L'Année poétique 2006" (M. Brophy)
- "The French Stage: 2006-2007" (E. B. Turk)
- "The Novel in 2006" (W. Cloonan)
- "'That's hot!' Teaching Paris to the Paris (Hilton) Generation"
- "Interview with Rafael Confiant"

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

# MOTS CHASSÉS

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Exercices sur «La Vie des mots» paru dans la *French Review*, 80.5 (avril 2007). Le corrigé se trouve à la page 43.

I. Citez 5 nations/pays qui ont donné naissance à des expressions (et rappeler ces expressions).

II. Mettez le verbe entre parenthèses au temps et mode voulu.

1. En quelle année \_\_\_\_\_ (périr) Guillaume Apollinaire?
2. Les pommes de terre à l'anglaise \_\_\_\_\_ (être) tout simplement des pommes de terre cuites à l'eau.
3. Quand on parle d'un travail de Romain \_\_\_\_\_ (s'agir)-il d'un travail bien rémunéré?
4. Pour \_\_\_\_\_ (passer) en vedette américaine ce chanteur s'est cru grande star.
5. Depuis que son projet \_\_\_\_\_ (renvoyer) aux calendes grecques, il ne décolère pas.
6. À qui \_\_\_\_\_ (devoir)-nous l'expression «parler français comme une vache espagnole»?
7. Bien que cette expression \_\_\_\_\_ (être) imagée, je la trouve sexiste.
8. Il est possible qu'elle \_\_\_\_\_ (avoir) les portugaises ensablées.
9. Je suis heureuse que tu \_\_\_\_\_ (pouvoir) visiter ces jardins à la française.
10. Je ne pense pas que cette expression \_\_\_\_\_ (être) vraiment argotique.

III. Trouvez l'erreur dans la phrase suivante et remplacez-la par le mot juste.

1. Ce type mal élevé a filé à la roumaine.
2. Je prendrai des champignons à la suédoise en entrée.
3. Pourquoi être de mauvaise foi et nous chercher querelle de prussien.
4. Mes impôts? Un vrai casse-tête japonais.
5. Si ces garçons utilisaient des capotes britanniques, il y aurait moins de naissances.

IV. Terminez les phrases suivantes:

1. Si Napoléon était mort plus jeune...
2. Si j'avais eu une clef à molette...
3. Si Bismarck n'avait pas existé...
4. S'il ne s'était pas saoulé...
5. Si ce procès est renvoyé aux calendes grecques...

V. Remplacez les blancs à l'aide des conjonctions de subordination suivantes: à moins que, bien que, jusqu'à ce que, afin que, alors que.

1. Travaille dur \_\_\_\_\_ ce travail de Romain soit terminé.
2. Beaucoup de gens mourront de cette grippe \_\_\_\_\_ le vaccin n'arrive à temps.
3. Il a travaillé pour le roi de Prusse \_\_\_\_\_ il escomptait gagner un peu d'argent.
4. \_\_\_\_\_ ce garçon fut fort comme un Turc, il se fit battre par plus petit que lui.
5. Nous l'avons tout de suite mis en face de ses responsabilités \_\_\_\_\_ qu'il ne bâtisse pas de châteaux en Espagne.

Colette Dio, Nancy, France

# AATF Promotional Videos/DVDs

## Open Your World with French / *Le français m'ouvre le monde*

10-min. video to encourage American students to study French. The video is fast-paced and entertaining, highlighting the areas of the world where French is spoken and the connections between French and English. It can be used to recruit students of all ages as well as to show parents, administrators, counselors. The video is completely bilingual with subtitles in French and English, depending on which language is being spoken.

Quantity

Circle DVD or VHS

## Forward With French

10-min. video of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, businessman, and soldier. It demonstrates how studying French can be useful in the job market and is ideal for secondary and post-secondary students. French is still the language to learn.

Circle DVD or VHS

## Forward with FLES\*

11-min. video offers interviews 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....., all promoting the study of French in the elementary grades.

Circle DVD or VHS

DVD \$15 / Video \$10 (members) / DVD \$18 / Video \$12 (nonmembers). Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]

Total Amount Enclosed: \_\_\_\_\_

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

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

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

Tel: \_\_\_\_\_ (H/W) E-mail: \_\_\_\_\_

Prices valid through 12/31/07.



## AATF Teaching Videos



### *Reflets français*

58-min. video, filmed by former AATF Vice-President Bernard Petit, features French singer Éric Vincent, on his houseboat on the Seine and performing several songs with the text appearing as he sings. A video tour of Paris concludes follows. Includes 30-page teacher's guide. \$35 DVD/\$30 VHS (members)/\$45/DVD \$40 VHS (nonmembers)

Quantity

Circle DVD or VHS

### *La France divisée*

36-min. documentary exploring France during WWII, collaboration with the Vichy government as well as resistance. It includes interviews with a Holocaust survivor, child survivors, historians, and a Resistance leader. Video or DVD (specify): \$25 (members)/\$40 (nonmembers); Study Guide: \$5 each (members)/\$6 each (nonmembers)

Circle DVD or VHS

### *Tant qu'elle chante, elle vit*

35-min. program features American singer Carole Fredericks performing in French, alone and with singer/songwriter Jean-Jacques Goldmann. Package includes 6 music videos and a teacher's guide. Ideal for the classroom. Video: \$40 (members)/\$45 (nonmembers) or DVD: \$50 (members)/\$55 (nonmembers)

Circle DVD or VHS

Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org] (Prices valid through 12/31/2007)

Total Amount Enclosed: \_\_\_\_\_

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

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

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

Tel: \_\_\_\_\_ (H/W) E-mail: \_\_\_\_\_



## AATF BOOK CLUB 2008: BELGIQUE

On l'a souvent noté, la Belgique a donné bien des écrivains majeurs à la littérature francophone d'avant-guerre, à commencer par Maeterlinck, de Ghelderode, Camille Lemonnier (le Zola belge), Simenon, Michaux, Yourcenar et Hergé, et nombre d'autres auteurs qui ont fait carrière en France. L'époque contemporaine est également fertile en écrivains de talent, à l'instar d'Amélie Nothomb, de Jean Philippe Toussaint, Xavier Hanotte et Nicolas Ancion, pour n'en citer que quelques-uns. Dire qu'il y a un style belge serait passer la production littéraire au rouleau compresseur. Il y a des styles et des tendances, parfois inspirés de mouvements artistiques tels le symbolisme (Maeterlinck), le surréalisme (Chavée, Marien), le roman noir ou policier «polar» (Simenon, Baronian, Fonteneau), le roman minimaliste (Gunzig, Ancion), ou le «nouveau» nouveau roman (Toussaint), l'esthétisme (Yourcenar), l'auto-biographie-fiction (Nothomb)... Le choix est difficile, tant ce petit pays est riche en auteurs de qualité, malheureusement mal connus. Quelques sites [www.litteratureaupresent.be/index.php] et [www.lamediatheque.be/the/auteurs\_belges] et [www.promotiondeslettres.cfwb.be] permettront à ceux ou celles qui le désirent d'aller plus avant dans les découvertes et je leur souhaite bien des joies.

Pour le Club du livre de 2008, j'ai choisi trois ouvrages qui traitent de la Belgique en préparation à notre prochain congrès: (1) pour la culture belge francophone, *La Belgique: le roman d'un pays*, de Patrick Roegiers (Gallimard, 2005); (2) pour les lycéens, un recueil de nouvelles de Nicolas Ancion; (3) et pour les universitaires, un roman «réalisme magique» de Xavier Hanotte. La sélection d'une part pour lycéens et d'autre part pour universitaires est toute arbitraire. Xavier Hanotte peut se lire si on a un bon niveau de français et les nouvelles de Nicolas Ancion sont parfaites pour jeunes adultes. Le troisième livre raconte l'histoire politique et sociale de la Belgique, terre au passé riche et complexe et qui aujourd'hui cherche sa place.

### Présentation des ouvrages

#### ***La Belgique: le roman d'un pays* de Patrick Roegiers (Paris: Gallimard, 2005)**

L'ouvrage n'est pas parfait mais a le mérite d'exister. Il aborde l'histoire de la Belgique à travers le thème de la disparité culturelle et linguistique. Depuis la création de ce pays en 1830 se pose le problème de l'unité nationale. Même si la royauté a pour mission de lutter contre les forces séparatistes et d'insister sur le dialogue

communautaire, la Belgique a-t-elle encore un avenir? Roegiers retrace sous forme de «roman» l'évolution de la Belgique. Il s'agit ici d'une vision subjective de ce pays, que Roegiers connaît bien vu qu'il est d'origine flamande, né à Bruxelles et qu'il écrit en français et vit à Paris. Voici une situation assez courante pour un Belge francophone. Morcelée en zones flamande, francophone, allemande, avec Bruxelles la capitale au milieu, la Belgique cherche depuis 1830 son identité de nation, mais elle est avant tout une terre qui vit depuis toujours la diversité: historique, géographique, linguistique et culturelle. Les Belges existent depuis longtemps mais la Belgique est toute neuve. Elle a même une date de naissance, ce qui est rare pour un pays: septembre 1830. Suivent presque deux siècles d'une histoire tumultueuse, brillante et chaotique—basée sur la prospérité économique du charbon et de l'acier en Wallonie, des filatures et des ports de commerce en Flandre. Survient la conquête du Congo sous Léopold II, les guerres franco-allemandes et l'antagonisme croissant entre la langue des Flamands et celles des Francophones. On retrouvera ici l'histoire de la communauté francophone (ou Wallonie-Bruxelles) de façon indirecte. La Wallonie est un concept issu du dix-neuvième siècle et dont le nom fut donné par une revue symboliste littéraire (Albert Mockel, fondateur de *La Wallonie* en 1886).

#### ***Nous sommes tous des playmobiles* de Nicolas Ancion (Bruxelles: Éditions Luc Pire, Collection Le Grand Miroir, 2007)**

Nicolas écrit bien, avec beaucoup d'humour. Dynamique et jeune, engagé, il veut promouvoir la lecture chez les jeunes. Il aime le contact avec le public et se prête volontiers à des discussions avec les professeurs et les jeunes dans les écoles.

Un banquier est victime d'un tigejacking. Une tache de sauce sur la cravate d'un type fait basculer son destin. Un vieil académicien est enlevé par deux rebelles à la grammaire. Un maniaque de l'agrafeuse mutile son patron. Un vieux rêve devant les guibolles d'une serveuse de bar. Autant de petits «playmobiles» qui s'agitent, espèrent ou désespèrent. Comme nous? Des tranches de vie tendres ou cyniques, mais toujours délectables sous la plume débridée et 100% pure belge de Nicolas Ancion. Nicolas Ancion aborde par ses nouvelles des genres variés (le polar, le fantastique, par exemple) sous des angles un peu décalés. Dans ce recueil, on parle beaucoup de Belgique, surtout de Bruxelles mais aussi de Liège ou de Mons, ce qui permet de travailler en classe sur la géographie du pays et de se

poser la question du partage linguistique.

#### ***Les Lieux communs* de Xavier Hanotte (Paris: Belfond, 2002)**

Ce roman, qui se déroule en Belgique, est marqué «réalisme magique»: pointu, profond, bien écrit, poétique et réaliste à la fois, et qui utilise certaines conventions du polar, pour faire autre chose. Cette histoire part d'une anecdote réelle, celle d'un Canadien mort en 1915 et dont on a retrouvé les restes dans le parc d'attractions de Bellewaerde. Xavier Hanotte a écrit un roman habile et original qui dévoile des passages secrets entre réalité, mémoire, imagination et permet de réfléchir à la fois sur l'histoire (la guerre de 1914-1918) et sur la société actuelle qui commercialise tout, y compris les sensations fortes. Pour qui ne connaît pas la Belgique, ce livre donne l'occasion de découvrir, au travers des noms, lieux, échanges, la diversité linguistique et culturelle du pays. Hanotte nous invite à nous pencher sur les questions d'appartenance, d'identité, du devoir de mémoire pour mieux comprendre le présent. Son écriture, sobre, légère et suggestive, fait appel à un imaginaire et à une esthétique particulière, le «réalisme magique» qui tient de deux cultures, flamande et francophone, ce qui rend ce roman très intéressant au niveau du fond et de la forme.

Ces livres sont disponibles directement chez les éditeurs ou auprès de [www.fnac.com], [www.fnac.be], [www.amazon.com] ou [www.amazon.fr].

Thérèse Saint Paul

Murray State University

[therese.saintpaul@murraystate.edu]

### AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid.



These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

# PROMOTIONAL MATERIALS FOR THE CLASSROOM



**Promotional Video: *Open Your World with French/Le français m'ouvre le monde* (now available on DVD)**

10-min. video to encourage American students to study French. It is fast-paced and entertaining and can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers)

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

10-min. video of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers).

**Forward with French** bumper stickers also available: 50 cents each or 10 for \$4 (members)/10 for \$6 (nonmembers)

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

11-min. video encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers).

**Note:** All three of the above videos available on one DVD for \$40 (members)/\$45 (nonmembers).

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

The front 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*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

***Calendrier perpétuel***

Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$12 (members)/\$15 (nonmembers)

***Parlez-vous...Poster Series***

Series of 6 color posters (11x17") promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 for set of 6 + guide (members)/\$25 (nonmembers)

***Reflets Video***

40-minute video, accompanied by teacher's guide, highlights several songs by Éric Vincent and includes a video tour of Paris. \$35 DVD/\$30 VHS (members)/\$45 DVD/\$40 VHS (nonmembers).

***Cuisiner et apprendre le français***

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 (members)/\$50 (nonmembers)

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. Prices valid until 12/31/2007

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

Quantity	Size	Cost
_____ FMLM Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
_____ Bumper Stickers 2@\$1 or 10@\$4	(add an additional \$1 for XXL)	_____
<b>Videos/DVDs</b>		
_____ Open Your World DVD (\$10/\$12)	_____ Forward with French DVD (\$10/\$12)	_____
_____ Open Your World VHS (\$15/\$18)	_____ Forward with French VHS (\$15/\$18)	_____
_____ Forward with FLES* DVD (\$10/\$12)	_____ Reflets DVD (\$35/\$45)	_____
_____ Forward with FLES* VHS (\$15/\$18)	_____ Reflets VHS (\$30/\$40)	_____
_____ All three promotional videos on one DVD (\$45)		_____
<b>Publications</b>		
_____ <i>Calendrier perpétuel</i> (\$12/\$15)	_____ <i>Cuisiner et apprendre le français</i> (\$25/\$50)	_____
_____ <i>Parlez-vous posters</i> (\$15/\$25)		_____



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

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

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

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

Telephone: \_\_\_\_\_ (Home/Work) E-mail: \_\_\_\_\_

# CHAPTER NEWS

## Connecticut Chapter

- Concerts for two high schools by Dominic Kanza's African Rhythm Machine were organized by Elizabeth Neger and supported financially by Region II Representative Jean-Pierre Berwald.
- Wine and cheese event for members to meet Sharon Straka, Director of the French Resource Center at Yale University, and her assistant, Anne-Celine Cardot.
- April 2007 annual meeting: workshop presented by Jean-Pierre Berwald, "Teaching French Language and Culture by means of Wines," focusing on the wine-producing regions of France.
- Member Mary Galiette's student from Memorial Middle School, Annie Paige, was one of the winners in the NFW Impressionism Contest sponsored by the French Cultural Service in New York and the AATF.
- Chapter sponsors two prize competitions for students of members during National French Week.
- Essay contest for superior high school seniors: students apply with a graded essay from their class and then are asked to write another essay especially for the competition. The students whose essays are ranked among the five best are then interviewed in French by members of the Prize Committee. Nicandra Perusi of Trumbull H.S. and Honore Radshaw of Norwalk H.S. each had a student winner this year.
- Chapter sponsored *Francofête* immersion experience for 200 students. The event was organized by Elizabeth Neger this year.
- Chapter hosted a gala awards night to honor state and national winners of the *Grand Concours*. The Contest Administrator is Thomas Betts of Amity Regional H.S.

Submitted by  
Alison Schleifer  
Chapter President

## Eastern Massachusetts Chapter

- Offers many professional development opportunities for members in conjunction with the Massachusetts Foreign Language Association (MaFLA), the French Library and Cultural Center (FLCC) and the French Cultural Service (FCS):
  - French Immersion Weekend, Aug. 2006;
  - Executive Director Jayne Abrate was keynote speaker at MaFLA as well as presenter of an AATF session, Oct. 2006; French Strand sessions included immersion sessions on "Destination

Provence" and "Mont Saint Michel: miracles and mysteries" presented by Amale Bourhim.

- Full-day workshop by Janel Lafond-Paquin and Regine Doyle-Sternlicht on "Children's Literature."
- *La Semaine de la Francophonie* was celebrated with cultural activities and events including a film festival, Spring 2007.
- Full-day workshop on TV5 hosted by Brian Thompson, April 2007.
- Special workshop offered by FCS and FLCC on the American Revolution, Spring 2007.
- Cosponsored with MaFLA the French Strand of "Diversity Day." Johann Sadoct, MIT, presented his film *Black, blanc, beur*; Haitian artist Carey Dardomprie and Elisabeth Karnoub spoke on "Les écrivains francophones libanais."
- French immersion day in conjunction with MaFLA directed by Joyce Beckwith, August 2007.

Submitted by  
Joyce Beckwith  
Chapter Treasurer

## Florida Chapter

- URGENT! Florida Chapter Members interested in becoming a 2007-2008 EYAWLOE FRENCH National Board Candidate may apply immediately to the Chapter Officers for financial aid. There are limited funds to cover the state subsidy gap of \$315 for Public School teachers (application due to the State Department of Education by September 30) and up to \$500 for Independent School teachers. In order to apply, please submit a curriculum vita to [tveler@hotmail.com] and to [MaryVirginia\_Fisher@stjohnscds.com].
- January 2006: *Séjour Sans Souci* Immersion Weekend during which many proposals for workshops for teachers of French were developed.
- October 2007: The Chapter will present many workshops and a business meeting in conjunction with the Florida Foreign Language Conference. The 2008 Florida French Teacher of the Year will be announced.
- June 2007: meetings were held with the *Consulat général de France* and members were selected from around the state to review, expand, and enhance the France-Florida Memorandum of Understanding between the French Government and the Florida Department of Education. It is anticipated that the agreement will be

finalized in October at the FFLA conference.

- Awarded three scholarship to top Level 4 and 5 *Grand Concours* seniors to pay toward the costs of their freshman year French studies in college.
- January 2008: second immersion weekend to be held.

Submitted by  
Deanna Scheffer  
Chapter President  
[schefferd@episcopalhigh.org]

## Maine Chapter

- New officers are: Katharine Harrington, President; Raymond Pelletier, Vice President; Priscille Michaud, Secretary; Sylvie Charron, Treasurer.
- Fall meeting 2006 was held in the context of the biennial conference of the American Council for Quebec Studies with participation by two teachers who had attended the University of Maine's Quebec Institute for Teachers of French. Denis Chouinard, filmmaker, Dany Laferrière, author, and Robert Bisailon, songwriter presented sessions.
- Spring meeting 2007 was held in conjunction with the Foreign Language Association of Maine (FLAME). The educational *attachée* from the French Consulate in Boston made a presentation and distributed information and teaching materials.

Submitted by  
Ray Pelletier  
Chapter Vice-President

## New Hampshire Chapter

- Met in conjunction with the New Hampshire Foreign Language Association.
- Celebrated National French Week with a three-day program on Francophone Africa, consisting of lectures by Samba Gadjigo, Odile Cazenave, and Laura Carpenter and the showing of Ousmane Sembène's film *Faat Kiné*.

Submitted by  
Celeste Feren  
Chapter President

## North Carolina Chapter

- Enrolled 2370 students in the *Grand Concours* in 2007. The Chapter envisions involving more teachers and enrolling even more students in this event in 2008.
- The Chapter strongly believes that the *Grand Concours* is one of the better ways to promote interest in the study of French.

Submitted by Jane Romer  
Contest Administrator  
[romerj@elon.edu]

### Rhode Island Chapter

- Met in conjunction with the Rhode Island Met in conjunction with the Rhode Island Foreign Language Association (RIFLA) and featured Cynthia Teixeira's "Dances from many Lands" which uses body movements and music to teach French in a nontraditional way. "Le Stagiaire: Interactive Language Learning" presented by Lars Erickson, was a demonstration version of a DVD-ROM language-learning game.
- March 2007, Contest Administrator Joseph Thérout organized the administration of the Grand Concours.
- April 2007, chapter presented a musical performance by Jacques Yvart, organized by Paula Frank.
- Spring 2007 meeting held in conjunction with RIFLA and included a *potpourri d'idées*—a swap session.
- New officers were elected: Michael Hebert, President; Carole Fiquet, Vice-President; Georgette Jackson continues as Secretary; Paula Frank was reelected as Treasurer but will take a one-year leave of absence during which Joseph Thérout will fill in.
- *Grand Concours* Awards Ceremony was attended by 120 students and their parents and teachers.

Submitted by  
Lars Erickson  
Immediate Past President

### Southern California Chapter

- Chapter President Amy Likover arranged a workshop in February on *la Francophonie* presented by Yves Magloé, Pasadena City College, at the new headquarters of the *Alliance française*. Professor Magloé, from Togo, presented the history of *Francophonie*, its goals, its sporting activities as well as cultural activities. He also spoke on the political elements that influence the organization and the rapprochement of China and the African Francophone nations. Following the program the teachers present discussed possible pedagogical approaches to using the material they had just heard.

Submitted by  
Michèle Pedrini  
Chapter Secretary

### Vermont Chapter

- Day-long workshop "Cezanne et son époque" was led by Isabelle Kaplan, September 2006.
- Fall meeting: "Food for Thought" was the theme. It was held in conjunction with the Culinary Institute of New England. The program featured presentations and tastings of "slow food" as well as artisanal cheeses of Vermont and France. Isabelle

Kaplan presented a program "Cooking across Cultures," demonstrating the use of simple recipes from different areas of the world to create a series of teaching activities for various levels of proficiency.

- The Chapter is currently planning activities related to the Quadricentennial of Champlain's visit.

Submitted by  
Hildgund Schaefer  
Chapter President

### Western Massachusetts Chapter

- Met with Eastern Massachusetts colleagues at MaFLA, Oct. 2006.
- Held annual meeting in March 2007. Isabel Roche presented "Les personnages de Victor Hugo: Jean Valjean."

Submitted by  
Nicole Desrosiers  
Chapter President

### THE AATF ANNOUNCES A LEADERSHIP DEVELOPMENT PROGRAM FOR CHAPTER OFFICERS

This program is intended for new chapter officers or more experienced chapter officers who are looking for ways to reinvigorate their chapter.

- Work with a mentor who has years of experience as a chapter officer
- Develop an action plan to address a specific chapter challenge
- Network with other chapter officers
- Attend sessions designed to build leadership skills at upcoming AATF conferences
- Receive a modest stipend for your participation

Application forms will be available in the November issue of the *National Bulletin*.

Question? Contact AATF Vice-Presidents Barbara Ransford [bransford@hotmail.com] or Ann Sunderland [mmesunderland@sbcglobal.net].

### A SURVEY ON TECHNOLOGY FOR FRENCH TEACHERS

We need your help! The AATF Commission on Telematics and New Technologies is requesting your help in completing a short survey to find out how you use technology. The results will help us help you! The survey is located at [www.forl.unt.edu/survey/technology\_.htm] or click on the link from the Commission Web site [www.frenchteachers.org/technology].

## 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 \$55, 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 \$65, 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 2008 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2007 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.

Consult the Web site at [www.fdlm.org] for more information. 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@fdlm.org].

### REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 54 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

## FRENCH TEACHER COLLABORATES WITH ART MUSEUM IN EXCHANGE PROJECT

In October 2006, I traveled to Montpellier, France where I visited English classes and a local museum. I met students with whom my students exchanged work and ideas about works of art in their respective local art museums. Here then is a summary of my work this past year on the project.

In January 2006 Danielle Steinmann from the Sterling and Francine Clark Art Institute in Williamstown, MA, asked if I would be interested in working on an exchange involving art museums and language classes. The Clark had received a grant from the French Regional and American Museum Exchange (FRAME), an association of 24 museums in France and the U.S. which engage in cultural exchange programs. FRAME's grant supports the development of pilot lessons to be shared with member museums. The Clark is working with my classes and with the *Musée Fabre* in Montpellier, France, which, in turn, is working with an English teacher at the *Lycée Joffre* in Montpellier.

Over the summer 2006 I worked up lessons on six pictures in the Clark collection which Danielle had selected for this project. In early October, my students worked on the tasks we had developed. All was completed before I left for Montpellier in mid-October to present their work to the students in Nicole Ameille's English class at the *Lycée Joffre*.

I arrived in Montpellier on a Sunday afternoon and was on my own for two days. I spent many hours exploring the old city as I walked the medieval streets. I took two guided tours of the old city, attended a symphony concert by the *Orchestre de Montpellier*, and saw the film *Indigènes*. I ate in cafés and restaurants, and regularly visited the *cybercafé* to send messages home. I took lots of pictures and even recorded some short conversations so when I returned to the classroom my students were able to see where I had been and could see their new pen pals and where they lived.

On Tuesday morning I met English teacher Nicole Ameille outside the *Musée Fabre* which has been closed for five years for major renovations. Curator Sylvain Amic arrived and gave us a tour of the new museum, scheduled to reopen in February 2007. It was fascinating to see the finishing touches being put to the spaces. Newly arrived from storage, paintings were casually leaning on the walls in the rooms where they were about to be hung. Sculptures still wrapped in protective coverings were peeking out of wooden crates waiting to be placed on pedestals. Large frames for paintings lay on the floor; gloves to wear while handling the works of art lay nearby. In one room a team of conservators was working with black lights, a computer, and chemicals to remove

a layer of discoloring varnish from a large painting.

Sylvain and Nicole and I talked about the work to date and decided that as a final activity both classes of students would visit their respective museums, and we would film them speaking about the work of art they had studied in front of the original work. This presentation would then be shared with their exchange partner classes.

Nicole took me to meet her students to show them the work my students had done. With the French students we discussed the paintings my students had studied. I also played tape recordings of the American students' conversations in French based on the painting they had studied. We also passed out postcards from the American students and some Halloween candy. The French students read the postcards and quickly wrote replies for me to take back to my students. It was clear from their interest in the study of the painting, their sympathetic reaction to Americans learning French, their curiosity in reading and writing notes, that the French students were captivated by this contact with my students and the paintings in an American museum.

Later in the week, after Danielle had joined me, we returned to the *lycée* to visit another class, and we repeated the experience. Again we found the students interested in both the art and the contact with young Americans.

My business in Montpellier was done, and after just a little more shopping I headed home. Upon my return, I showed the students my pictures, and they began e-mail correspondence with the French students. I also prepared the students for the presentation about their painting. Because time was short, I decided that the whole class would prepare a PowerPoint presentation of their artist's life. When all was completed we met in our small auditorium to view the completed PowerPoint projects. Each class saw its own work as well as that of the other classes. It was then time for a visit to the Clark to see the works in person.

In December, Danielle came to visit the classes before our trip to the Clark. She viewed the PowerPoint presentations and prepared the students for their projects. Two days later at the Clark, a film crew captured each class talking about their artist and the work they had studied, in front of the work itself.

After sharing the experience of these visits, we hope that the students will continue their correspondence with each other. I plan to continue this exchange activity next year with Nicole Ameille's classes. And with the help of FRAME and the Clark, Danielle and

I hope to encourage other French teachers to undertake similar exchanges.

To see samples of our work, go to my Web page at [www.shenet.org] and follow the following links: Shen High School, LOTE Department, Mrs. Munson, French 12, art links). This project was supported with a grant from NYSAFLT and an AATF Small Grant.

Gale Munson  
Shen High School (MA)  
[galemuns@aol.com]

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### PROFESSIONAL DEVELOPMENT AWARD Philadelphia Chapter



The Philadelphia AATF Chapter has awarded its 2007 Professional Development Award to Marie-Laure Chemin, Central Bucks South High School, Doylestown, PA. The

award was established to encourage new teachers of French to become active AATF members and to continue self-improvement by attending professional conferences. The selection committee was indeed impressed by Ms. Chemin's many achievements as well as her enthusiasm in seeking new ways to impart her knowledge and her love of the French language and culture to her students. Ms. Chemin will receive a stipend to cover her expenses at professional conferences as well as a complimentary membership in the AATF for the 2008 calendar year.

A native of France, Ms. Chemin received her *Licence* in English from the University of Valenciennes, where she also completed the written exam section of the *maîtrise* in English. She is also a graduate of the Chestnut Hill College Teacher Certification Program for French. She has served as a substitute teacher at area schools. At Central Bucks South Ms. Chemin has promoted the study of the French language through field trips, cultural food days, National French Week, and French Honorary Society activities. She works hard to find new and innovative ways to increase the awareness of the French-speaking world among the students and staff at Central Bucks South.

Ms. Chemin received her award at the annual *Distribution des prix* ceremony at Chestnut Hill College on May 16, 2007.

## 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. Limited quantities of the flyer will be offered to AATF members free of charge.

Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

\$.58 postage required for 1-6 copies of the flyer

\$.75 postage required for 7-10 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 nonmembers at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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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 in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
  - \_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
  - \_\_\_\_\_ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
  - \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Le Français m'ouvre le monde video*
  - \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Forward with French*      \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Forward with FLES\**
  - \_\_\_\_\_ *Teaching Business French (CD)*
- one AATF guide or FLES\* report (Please indicate your choice; select only one.)
  - \_\_\_\_\_ *Calendrier perpétuel*      \_\_\_\_\_ *La Vie des mots*
  - \_\_\_\_\_ FLES\* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
  - \_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads      \_\_\_\_\_ AATF Notecards (2 sets of 12 cards)
  - \_\_\_\_\_ 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; Fax: (618) 453-5733.

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

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

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

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_



# CLASSROOM ACTIVITY

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Here is the second *exercice pédagogique* for use with the most recent CD/DVD "Tire-toi une bûche" by Mes Aïeux. That CD/DVD can be ordered from [www.archambault.ca]. Many video segments appear on the group's Web site [mesaieux.qc.ca] and on YouTube. The following song should prove useful in discussing the upcoming primaries and elections.

## "Qui Nous Mène?"

Stéphane Archambault / Éric Desranleau

Voir aussi: Civilisations.ca: Le canot d'écorce: [www.civilization.ca/aborig/watercraft/wab01fra.html]

C'est clair, le navire a perdu le cap  
La marchandise humaine est entraînée dans la dérape  
Les médias manipulent la masse  
Pour maintenir le mur en place

Dans une soirée mondaine mondiale  
Capitaines carnassiers qui jouent aux cartes notre capital  
À tribord, un sommet de glace  
A déchiré la carapace... rapaces!

Embarque dans mon canot d'écorce  
Amis, remontons le courant  
Il faut ramer de toutes nos forces  
On arrêtera quand on aura 100 ans

C'est l'abandon qui nous mène  
Mène en bas  
C'est le courage qui nous mène  
Mène en haut

Dans la cale on veut nous reléguer  
On a lancé des s.o.s.  
Ô... solidarité  
Il y a un trou béant dedans la coque  
De ce gros bateau monté en toc

Des larmes synthétiques dans le brouillard chimique  
Pour qu'on reste apathiques à bord du Titanic  
Si la loi du plus fort sévit  
Suivez-moi, je pense donc je nuis... je nuis!

Embarque...

## "Qui Nous Mène?" *Exercice*

1. Identifiez toutes les expressions nautiques dans la chanson.
2. Que signifie le navire? Comment a-t-il perdu son cap?
3. Expliquez le jeu de mots: «*carapace / rapaces*».
4. Qui a été abandonné? Qui nous a abandonné? Qu'est-ce qu'on a fait pour montrer son indifférence?
5. Pourquoi est-ce qu'on est invité d'embarquer dans le canot? Est-il important que ce soit un canot d'écorce? Expliquez.
6. Il faut ramer jusqu'au où? ...de quelle manière?
7. Où sommes-nous emprisonnés dans le bateau? Qu'est-ce que nous y faisons? Quelle est la signification de l'appel pour la solidarité?
8. Pourquoi est-ce qu'on le compare au Titanic? En quoi est-il différent du Titanic?
9. Qu'est-ce qui nous enlèvera? Qu'est-ce qui nous rabaissera?
10. Cette chanson est basée sur une chanson traditionnelle dont la reprise est:

«C'est *l'aviron* qui nous mène...

C'est *l'aviron* qui nous mène en haut!»

Expliquez la différence entre l'utilisation du mot «aviron» dans la chanson originale et le mot «abandon» dans cette version.

11. Quelle phrase fameuse est la source de l'expression «je pense donc je nuis»? Pourquoi est-ce qu'on a choisi cette expression? Qu'est-ce qui est suggéré par ce changement de mot?
12. Pourquoi a-t-on choisi un thème nautique pour cette chanson?
13. Quel est le thème de cette chanson? L'auteur avait-il gain de cause? Justifiez votre réponse.

### **C'est l'aviron qui nous mène – Traditionnelle**

M'en revenant de la jolie Rochelle; (bis)  
J'ai rencontré trois jolies demoiselles.

Refrain  
C'est l'aviron qui nous mène, qui nous mène  
C'est l'aviron qui nous mène en haut!

J'ai rencontré trois jolies demoiselles (bis)  
J'ai point choisi, mai j'ai pris la plus belle.  
Refrain

J'ai point choisi, mai j'ai pris la plus belle (bis)  
J'l'y fis monter derrièr' moi, sur ma selle.  
Refrain

J'l'y fis monter derrièr' moi, sur ma selle (bis)  
J'y fis cent lieues sans parler avec elle.  
Refrain

J'y fis cent lieues sans parler avec elle (bis)  
Au bout d'cent lieues, ell' me d'mandit à boire.  
Refrain

Au bout d'cent lieues, ell' me d'mandit à boire (bis)  
Je l'ai menée auprès d'une fontaine.  
Refrain

Je l'ai menée auprès d'une fontaine (bis)  
Quand ell' fut là, ell' ne voulut point boire.  
Refrain

Quand ell' fut là, ell' ne voulut point boire (bis)  
Je l'ai menée au logis de son père.  
Refrain

Je l'ai menée au logis de son père (bis)  
Quand ell' fut là, ell' buvait à pleins verres.  
Refrain

Quand ell' fut là, ell' buvait à pleins verres (bis)  
A la Santé de son père et sa mère.  
Refrain

À la Santé de son père et sa mère (bis)  
À la Santé de ses soeurs et ses frères.  
Refrain

À la Santé de ses soeurs et ses frères (bis)  
À la Santé d' celui que son coeur aime.  
Refrain

Prepared by David Graham  
Region III Representative  
[davidg8809@aol.com]

# SALUT LES JEUNES

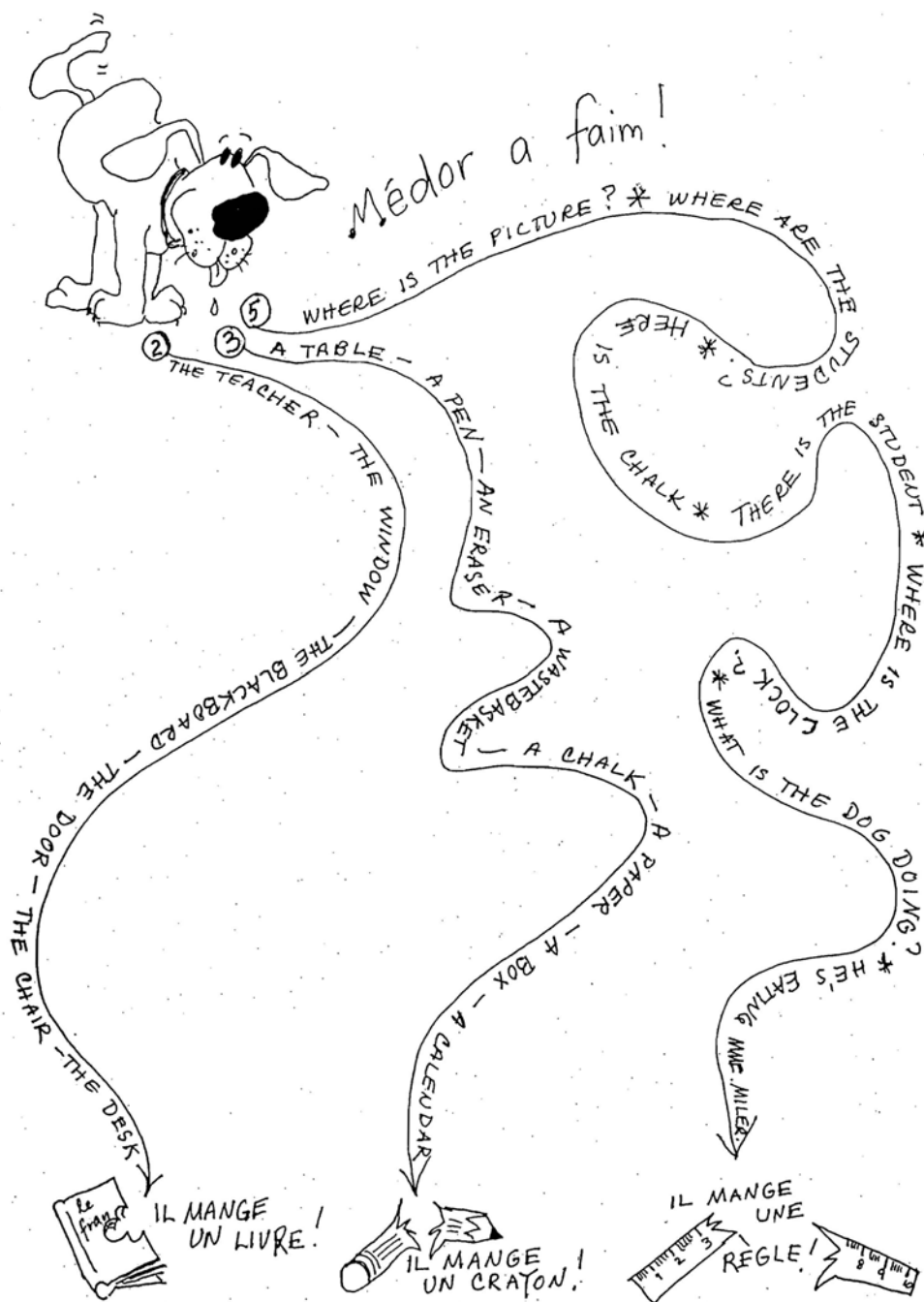


**LA SALLE DE CLASSE:** For our brand new students of French, logic dictates we lead them through their familiar tangible environment to create a base from which to build toward more abstract concepts and structures. *Les objets de la salle de classe* are the natural place to begin. Students can associate a visual stimulus they see every day (and can reinforce every day) with sound to work into simple structures. The following activities can also be review for more advanced students who may have some cobwebs in the French section of their brains after the summer vacation!

Begin with simple choral repetition, pointing out no more than 5 or 6 objects in the classroom at a time. Timid students who might be uncomfortable trying out the sounds alone tend to be braver when they can join the group first. The traditional progression for acquiring vocabulary or any structure begins with LISTENING (reinforced with the visual as you touch the object), followed by REPETITION (begin chorally before asking for individual repetition to build confidence). The next step is RECOGNITION. A noisy kinesthetic activity can be especially constructive for nontraditional learners as well as adding a level of reinforcement for the others students (not requiring any speech)— simply recognizing meaning. The entire class (of any size if you are courageous!) can participate at once. Call out in French: *Toute la classe, touchez la porte! Touchez la poubelle! Touchez la fenêtre!* Reluctant students can at least follow what the others are doing. A little chaos can be healthy! As accuracy develops, continue in pairs of students, and then finally individually. Lastly, RECALL requires the student to produce the vocabulary or structure with just the visual cue. Start with a recognition question giving the student confidence. Point to an object and ask: *Est-ce que c'est la fenêtre ou la porte?* When they are ready for straight recall, point to an object and ask: *Qu'est-ce que c'est?*

Médor's game below is at the RECALL level. Students can play in teams or for individual points. The student reads down the list giving just the French. If you are a purist or have very young children, by all means replace the English with picture cues. Students earn the number of points indicated at the top for themselves or for their team. Make your list for each line with increased difficulty. This works really well to drill numbers (out of order), time, dates, or any vocabulary or structure you wish to reinforce. Be creative!

Do you have some games with *les objets de la salle de classe* that you would like to include in a future *National Bulletin*? We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail: [mmemiller@aol.com].



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



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



nities.

We are launching a special campaign to commemorate the eight decade of the founding of the AATF with some special contributor categories:

- \_\_\_\_\_ Anniversary Club (\$80)
- \_\_\_\_\_ Sponsor (\$500)
- \_\_\_\_\_ Patron (\$100)
- \_\_\_\_\_ Sustaining Member (\$50)
- \_\_\_\_\_ Other amount

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

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

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

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

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

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2007 is deductible on your 2007 income tax return.

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

- 12 publications per year
- National French Week
- National French Contest
- Société honoraire de français
- contests for students at all levels
- the work of 13 AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 25 scholarships to France, Quebec, and Belgium
- more than \$10,000 in grants
- numerous awards and honors for members and their students and administrators

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

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

*Avec nos plus sincères remerciements!*

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each award winner will receive a framed certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2009, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Liege, Belgium in July 2008.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2008**.

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

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

## TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **February 1, 2008**. Decisions will be made by March 1, 2008. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

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

## EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development may include

but is not limited to

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


Evidence of contributions to the profession may include but is not limited to

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

## NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. The nomination must be postmarked no later than **February 1, 2008**.



**NATIONAL FRENCH WEEK:  
LA SEMAINE DU FRANÇAIS**

*Branchons-nous...  
Agiissons...  
Fêtons ensemble!*

**du 5 au 11 novembre 2007 & 2008**

**Initiatives locales, régionales, et nationales**

Consultez le *National Bulletin* et le site Web de l'AATF

## FRENCH: THE KEY TO MY SUCCESS

I never stopped to think about the possibility of not being accepted to teach English in France because of my disability. I knew I had the skills to do the job and desperately wanted to go to France for an extended period. After all, I had spent eight years studying French and couldn't resist the opportunity to live and work in France for six months.

I departed the U.S. for my teaching abroad position, through the Foreign Language Assistant Program, sponsored by the French Ministry of Education and the Cultural Service at the French Embassy, on Sept. 26, 2001. I am a wheelchair user due to cerebral palsy. I can't walk without assistance, and I am unable to stand on my own. I knew I could succeed living in France as I had studied abroad the year before on a short immersion program through my university. However, I wondered about accessibility and being able to accomplish necessary tasks like grocery shopping.

After packing all my stuff into a huge backpack and strategically balancing it on my wheelchair, I left home for the airport, setting out on my first independent adventure abroad. I arrived in Rennes, France exhausted and a little nervous (I had not practiced my French since graduating from college six months earlier!). From the time I landed, I surprised people with my independence. My advisor and supervisor, Brigitte, took me to the grounds of the *Institut pour la Formation des Maîtres* (IUFM) and showed me to my room at the small dormitory for international students. Although other language assistants were staying in the dormitory for only a short time while searching for suitable apartments, I was allowed to live there for the duration of my stay, since accessible housing is scarce. This willingness to do something out of the ordinary allowed me to have appropriate housing and the IUFM to keep a qualified teaching assistant. As an assistant, I was expected to work 12 hours each week assisting with language classes, leading sessions in the language lab, and facilitating conversation groups. My students ranged from very experienced teachers returning for refresher courses to young people earning their credentials.

"The director of the IUFM was immediately in favor of accepting Melissa as an assistant. It seemed to us that having her could be an advantage for the school. Some of our students—unfortunately too few—could have disabled students in their classes. Our view was that to work with an assistant who was disabled could lead them to evolve in their teaching," explained Brigitte Gruson, English professor and Language Assistant supervisor.

The students and teachers at the IUFM were also very excited to have two language assistants from the U.S. because it provided

them with exposure to native speakers. Some of my most memorable experiences as a teacher were not about teaching English but about introducing my students to American culture. I often team-taught with the other American language assistant. We were able to give our students more resources, broader activities, and differing views as a result of our teamwork.

"As a result of working with Melissa, I learned to be more persistent and ask questions that I might not have thought to ask before. I also realized that there are many resources available to us, in all situations and systems, that we don't use. Understanding those systems and learning how to tap into resources is a very powerful tool in and of itself," recalled Elijah Wood, American Foreign Language assistant.

Because I represented a person with a disability from the U.S., a nearby elementary school asked me to assist with English lessons in two classes. Both of these classes included students who used wheelchairs. I felt honored to be able to introduce children with and without disabilities to someone with a disability who was living independently and from another part of the world. The children were eager to learn and were much more willing to use their English skills than many of my university students. They were bolstered by youthful confidence when it came time to practice. I played games like Simon Says with the children and shared my culture through activities like music, stories, and American holiday traditions. Helping all of the kids to see that people with disabilities are just like anyone else was one of the most important contributions I made while teaching abroad.

"I think when people with disabilities from the U.S. go abroad, they highlight the differences between domestic and foreign systems that serve them, which can lead to improvements on both fronts," Elijah Wood.

A foreign language assistant's life is far from all work and no play. I participated in the university choir, lived with students from around the world in the dormitory (the Dutch and Belgium girls who stayed the entire time I was there became like family), went to a foreign student night at one of the local pubs and met French and other international travelers, took a ski vacation with my French friend, visited local sites including a beach one weekend, and enjoyed an opera.

Teaching abroad introduced me to French culture, people, and disability perspectives in another country. Looking back, this experience has changed the entire course of my life. Through this experience I discovered my love of helping others to learn and explore. I also saw my home and culture in ways I don't believe I otherwise would

have, leaving me with a renewed sense of civic pride and responsibility. After returning to the U.S. I felt the need to serve my home community as I had done in France. This led me to work at AmeriCorps and finally opened the door to a position with the National Clearinghouse on Disability and Exchange. Working to assist exchange organizations with inclusion of people with disabilities and encouraging other people with disabilities to participate in international experiences. I would do it all again in a heartbeat!

"The advantages of having a language assistant with a disability included showing our students that everything is relative. Their little 'difficulties' seemed less important, and moreover, Melissa's participation in this exchange project was an excellent way to show the students that working abroad is not an impossible adventure," said Brigitte Gruson.

When I took an exploring foreign language class in the seventh grade and fell in love with the French language, I couldn't have imagined the effect it would have on my life. Speaking French has opened so many doors for me as a person with a disability. Being able to say I have lived and worked overseas successfully as a person who uses a wheelchair still serves to dispel many of the myths and preconceived notions people have about me because of my disability. My French teachers always told me I would see the world as someone who spoke French. I thank my teachers to this day. Not only have I seen the world through French, knowing French has allowed the world to see me for all my possibilities and has helped me to achieve my goals in life.

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National Clearinghouse  
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For more information, contact Melissa Mitchell at the National Clearinghouse on Disability and Exchange or visit [www.miusa.org]. Visit our Featured Country—France—at [www.miusa.org/ncde] learn about language programs, culture, and disability issues. Where will French take your students? The National Clearinghouse on Disability and Exchange is a project of Mobility International USA and is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

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**A CALL FOR FRENCH TEACHERS TO TAKE THE CHALLENGE:  
ACHIEVE NATIONAL BOARD CERTIFICATION  
DON'T WAIT ANOTHER YEAR; IT MAY BE TOO LATE!**

**REPORT OF THE AATF COMMISSION ON PROFESSIONAL TEACHING STANDARDS**

Although certification through National Board for Professional Teaching Standards (NBPTS) has been open to world language teachers since 2001, last year there were fewer than 50 French teachers who pursued certification. Unless more French teacher candidates, at least 50 or more, sign up by December 31, 2007 to pursue certification, **we are at risk of losing National Board Certification for French teachers.** The predicted consequences—French will lose the prestige of being a discipline assessed by the National Board for Professional Teaching Standards. This is what happened to German, Latin, and Japanese. Spanish would be the only language assessed in the category World Languages Other than English. Principals who wanted only highly qualified teachers might hesitate to hire French teachers because they could not become National Board Certified Teachers (NBCTs).

**Act now!** If you are a K-12 teacher, decide now to enter the certification process. If you teach at another level, encourage all your colleagues in K-12 French instruction to pursue NBPTS certification. Do not hesitate; there may never be a better time. If one year seems too little time for you to complete the challenging commitment, think of it as a two- or three-year process, and complete the portions you feel you are ready to handle each year, but sign up now!

**Financial assistance.** Check with (1) your state Department of Education for possible financial aid, (2) a local university that supports certification through grants, or (3) your local AATF Chapter. The Florida Chapter will be offering scholarships on a first come first serve basis to help to public school teachers who become candidates by the end of September and to Independent School teachers who become candidates by the end of October.

**Reasons to strive for National Board Certification.** According to an article on and by the NBPTS "Research demonstrates that quality instruction from highly qualified teachers is important; accomplished teachers help students to reach high standards of learning." To summarize, the National Board for Professional Teaching Standards has set standards for accomplished teachers and established a voluntary system to assess and certify teachers who meet these standards. This was accomplished by teachers, teacher educators, and professional organizations in the foreign language teaching profession, who, after working

collaboratively, articulated the critical skills and knowledge that distinguish effective teaching in a foreign language. The standards represent the consensus of these professional educators and are recognized as one measure of a highly qualified teacher.

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

**Research.** A recent study by Goldhaber (2004) comparing the students of National Board Certified Teachers to students of teachers who had not achieved this distinction concluded that students of NBCTs significantly outperformed the comparison group. NBCTs did a "measurably better" job in the classroom. In another study, researchers found NBCTs outperformed non-NBCTs on eleven of thirteen key dimensions of teaching expertise (UNC, Greensboro, 2000).

**A call to action.** French teachers who are NBCTs are more easily hired by districts seeking highly qualified teachers. If the French teaching profession loses the opportunity to be "highly qualified," it will be much more difficult for French teachers across the continent to maintain their recognition for excellence and prestige as outstanding foreign language teachers. As a profession, we again risk decreasing enrollment levels and program elimination. At a time when there is an increasing necessity for competent speakers of French for the purposes of

national security, we cannot drop this ball.

**Don't waste another minute! Sign up now to achieve National Board Certification.**

To learn more, contact Telephone: 1-800-22 TEACH; go to the Web site [www.nbpts.org].

Susan Colville-Hall  
Commission Chair  
[colville@uakron.edu]

**2008**

**Northeast Conference  
on the Teaching of  
Foreign Languages  
New York City  
March 27-29  
www.dickinson.edu/  
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**Southern Conference  
on Language  
Teaching  
Myrtle Beach, SC  
April 3-5, 2008  
www.scolt.net**

*July 16-19, 2008  
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**Watch for updates on our Web  
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*La Belgique au coeur de l'Europe*

## 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 2-inch in diameter medal which 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. Please print.

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### AATF-SPONSORED SESSIONS AT ACTFL

The AATF will again sponsor six sessions at the 2007 ACTFL Convention which will take place November 16-18, 2007 in San Antonio, Texas.

- "Bring French-Speaking Belgium to your Classroom!" presented by AATF President Marie-Christine Koop and Executive Director Jayne Abrate;
- "Promoting French in the 21<sup>st</sup> Century" presented by AATF Executive Director Jayne Abrate, Catherine Pétilon from the French Embassy, and AATF President Marie-Christine Koop;
- "Advocate and Collaborate To Promote French" presented by AATF Past-President Margot Steinhart, Region VIII Representation Jacqueline Thomas, and Joyce Beckwith, Chair of the AATF Commission for the Promotion of French;
- "*Le Grand Concours*—National French Contest" presented by Geneviève Delfosse, Chair of the Secondary Test Development Committee;
- "Bridging Cultures, Bridging Languages Through Intercultural Exchange Projects" presented by Lara Lomicka Anderson, Chair of the AATF Commission on Telematics and New Technologies; and
- "Sustainable French" presented by Harriet Saxon, Chair of the AATF FLES\* Commission, Alessandra Benedicty of the Quebec Delegation in New York, and Diane Paravazian.

For information about attending the convention, visit [[www.actfl.org](http://www.actfl.org)].

### OUTSTANDING SENIOR IN FRENCH AWARD



Recognize outstanding students!

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

- ◆ a certificate signed by the AATF President and Executive Director
- ◆ a press release for local or school newspapers
- ◆ a congratulatory letter to principal or dean

Outstanding Senior medal, available for an additional charge.

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

For more information and complete eligibility requirements:

[[www.frenchteachers.org/hq/outstandingsenior.htm](http://www.frenchteachers.org/hq/outstandingsenior.htm)] or e-mail [staff@frenchteachers.org]

(Basic award: \$25 / Award + medal: \$35)

### AATF ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/ French Cultural Service Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extracurricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2007**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2008) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

### FRENCH TV ON-LINE

La nouvelle chaîne d'informations en continu (24/7) en français et en anglais est disponible et gratuite. Elle a commencé sa diffusion le 7 décembre 2006 à [[www.france24.com](http://www.france24.com)].

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## BUILDING BETTER BRIDGES FROM SECONDARY SCHOOL TO COLLEGE: FOREIGN LANGUAGE TRAINING AND CURRENT TRENDS TO INTERNATIONAL STUDIES

Traditionally, foreign language departments on college and university campuses were just that—departments among many, scrambling for resources. Generally speaking, language departments benefited from core curricula that called on (they would say “forced”) students to take a certain amount of foreign language study. The required amount varied but rarely exceeded two years—a period of time that I suspect you would agree is far from sufficient to generate real proficiency. For most students, and frankly for most administrators, the foreign language requirement was a box to check off on the way to graduation. People spouted the rhetoric about language education being the hallmark of a truly educated person, but few students developed real fluency and language was treated largely in isolation of other departments.

All of these things are still truer today than we might like. Increasingly, however, college and university leaders think of foreign language education as part of much broader, institution-wide internationalization strategies. These plans seek to give students a more globalized perspective and a more globalized skill set by building bridges between disciplines and by creating new interdisciplinary majors and minors with names like international studies, international affairs, global studies, etc. Most schools now offer more international extracurricular activities, and in some cases, they have established centers or programs that are charged with overseeing this flurry of interdisciplinary international activity.

These initiatives really began to spread in the giddy aftermath of the cold war in the early 1990s—a period when it seemed that the forces of economic, political, and cultural globalization and interdependence would run rough shod over traditional borders between countries, cultures and between traditionally distinct disciplines like political science, history, economics, anthropology, and language study. There was a sense that the academy needed to adapt to new global realities with new initiatives that integrate skills and issues from across disciplines just as the forces of globalization were integrating economies, cultures, and political systems out in the real world. This effort gained new urgency, but for some different reasons, after September 11, 2001.

It is important to point out that these new internationalization strategies and programs were not identical. But they did create a new environment for language study. Language study went from being a box to check to occupying a central place in these new institutional strategies. Language departments received more attention in their own right,

and they became part of new efforts to link language learning to other fields of study. Language across the curriculum programs are the best example of this.

Particularly since September 11, a second important development has shaped the language landscape on college and university campuses. Today, schools face rising pressure to add new languages, languages that are not only new to individual schools but to American higher education in general — Mandarin and Arabic are the best examples of this, but the list also includes Hindi, Swahili, Farsi, Urdu, Pashto, and some others. Not long ago, these languages attracted only small handfuls of students who were interested in them for purely academic purposes. They were interested in the history and culture of specific countries or regions. Because the numbers of students interested in these languages were so small, only large universities could afford to invest in the faculty and other resources necessary to teach them.

Today, many students see these less commonly taught languages (LCTLs) as the languages of commerce and politics in the twenty-first century. They now have a utilitarian relevance that they didn't have ten years ago. All kinds of schools—large, small, public, and private—feel pressure to add them to their curriculum.

I should add that this pressure does not come only from students. The competition for prospective students also plays a role. I've seen this at Davidson College. When a hotly-pursued high school senior calls and says that she is interested in the Middle East and is choosing between Stanford, Yale, Chapel Hill, Williams, and Davidson, and when she then asks if you teach Arabic, you want very badly to say, “yes.” Thus, the competitive marketplace for strong students adds to the pressure to add new languages.

Let me add two additional quick points that seem worth making about the nature of these new languages. First, many of these languages are not only “less commonly taught.” They also are very challenging languages. They require many more contact hours and more substantial periods of time in an abroad environment to build proficiency than is the case with many of the languages that have generally attracted the largest numbers of American students. That fact does not combine well with what I'm going to say in a couple of minutes about changes in student perceptions.

The second quick point that I'll make about these newer languages is that many students are inclined to think of them in purely utilitarian terms. They see languages like Mandarin or Japanese as business tools;

they see Arabic, Farsi and Pashto as national security tools. Particularly in this latter category, getting students to see beyond contemporary political conflicts and beyond the goal of getting jobs in the military or the intelligence community can be tough. Getting students to use the study of these languages to understand and respect other cultures is an important, but difficult, challenge.

Those perceptions provide a good segue to some other trends in student attitudes. Let me start with a trend that will underwhelm you because it is so thoroughly integrated into our thinking and discourse that it seems silly to mention it at all to a group like this one. That trend is globalization, but I want to use it to make an important point that is not often discussed.

Those of us who care about international education generally think of globalization as our ally. You know all the verses of the song: while economies become more interdependent, communications technology shrinks the planet, reduces differences between cultures at some broad level, and makes it easier to learn about other countries. We hope that these developments make it clear to young people that it is important to learn other languages and to learn about other cultures by spending time there.

In a very general way, all this is true. The rising number of students who study abroad and the growth of international studies programs across the country support this notion. Last year, over 205,000 American students studied abroad. That's an 8% increase over 2005, and it continues a recent trend that has seen the number of students studying abroad increase each year.

At the same time, though, those same agents of globalization generate some unintended and undesirable outcomes. Some of those consequences directly concern language learning. Precisely because students can access the world through their laptops and satellite televisions, and because they believe that globalization has generated more English speakers around the globe, many of them simply don't believe that they need to develop meaningful proficiency in another language. Students realize that is both polite and smart to be able to speak some amount of a foreign language. But many of them think that this means being able to hail a cab, order a meal, or ask simple questions about someone's family. Once the conversation moves beyond pleasantries, they assume that the people with whom they are likely to be talking will be able and willing to shift to English. The upshot is that even if students today understand the importance of studying language, many of them do not believe that it is necessary to become truly proficient.

A similar dynamic is changing the way students think about study abroad. As I indicated a moment ago, more American students study abroad today than ever before. But they are doing it for shorter periods of time. On many campuses, the traditional notion of “junior year abroad” has gone the way of the dodo. It is increasingly difficult to get students to stay abroad even for one whole semester. Last year, over half of all students who studied abroad did so for some portion of the summer, during a brief January term or some other option that involved less than a full semester. Only 38% studied abroad for a full semester, and only 6% studied abroad for a full year.

Several factors account for this trend. For many students, the need to earn money for college prevents them from being able to spend an extended period of time abroad. But many students don't spend longer periods of time abroad because they don't think it's necessary. They don't see any meaningful value-added in staying a semester rather than a month. They believe that they need to go abroad long enough to pick up some vocabulary they didn't learn in class, to brush up on their pronunciation, and, frankly, to be able simply to say on a resume or in an interview that they went abroad.

Many students believe that they can satisfy those basic goals in a few weeks in the summer. Then they can come back and use their laptops and satellite televisions to stay connected to news, music, films, photographs from the place they visited. Why should they incur the financial costs and give up their friends and campus activities for a longer period of time when it's easier now than ever before to interact with the world from their dorm room or apartment?

Another trend that I think deserves mention is the increasing diversity of experiences that students are having abroad. It used to be the case that a college-level abroad experience meant study abroad - students traveled to another country, took classes at a local university and transferred credit back to their home schools. Today, students go abroad to engage in a much broader range of activities. In addition to traditional study abroad, students go abroad for internships or for some kind of service learning or experiential learning opportunity. Some students want these kinds of experiences because they had some sort of study abroad experience in high school. Others are interested in these opportunities because they believe that they are more directly related to their ultimate career goals. They allow the student to put something on the resume that looks more like “work experience.” We've seen tremendous growth in recent years in the number of firms that offer to connect students with these more work-oriented, outside the classroom experiences.

So, if these are some of the major trends in international education, what implications do they have for foreign language education? I think the implications fall into two categories. One category concerns the skills that we need to help students develop. The other concerns the attitudes we need to help them develop.

I'll start with attitudes. One of the most important things we can do is deflate students' perception that there is a globalized culture out there that is—underneath some exotic window-dressing—an English-speaking, American culture. In fact, a good bit of anthropological and ethnographic research supports the impression that I suspect many students would form if they had an opportunity to spend 30 minutes listening to the radio or watching TV in another country. Yes, the radio will play some Britney Spears and Michael Jackson. The television will run some of the very worst American sitcoms with local-language subtitles or overdubs. But the vast majority of the music, television and popular culture is not American. In most regions, there are individual countries that have emerged as the dominant culture-

shapers for their regions. In South America it's Argentina, in Central America it's Mexico, in the Middle East and North Africa, it's Egypt.

This is a useful point for two reasons. First, as you know well, popular culture provides a wonderful way to engage young people of all sorts. It can be particularly useful with young men. Here I really must make a special plea for the male of the species. Evidence from across the country continues to show that across all of the activities that we lump under the general heading of “international studies”—language study, study abroad, involvement in international extracurricular activities—young women participate in much larger numbers than young men. Young men are less inclined to see the importance of these activities while they are in school, but they continue to be very interested in internationally oriented careers. If we do not do more to make language and culture studies more appealing to them, we will continue to send them out into careers for which they are not fully prepared.

Deflating the image of a globalized American culture also helps students to see the

### **TOP TEN LIST of reasons why you should read THE *FRENCH REVIEW*:**

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continuing importance of developing meaningful fluency in another language. By meaningful fluency, I mean something more than an ability to find a bathroom, order a meal, and exchange greetings. But I don't mean very advanced or near-native fluency, either. That certainly would be nice, but it is not a realistic expectation for most students. Setting the standard that high can discourage students who feel that if they can't reach it they shouldn't even start.

By meaningful fluency, I'm talking about a level of fluency between these two extremes, a level that allows them to have meaningful professional conversations that require them to formulate arguments, to express abstract ideas, and to respond to others when they express abstract ideas or ask questions about ideas and opinions.

Let me give you an example. I know a Davidson alumnus who works with Asian financial markets. He spends roughly half of his time in Japan. He frequently tells students that he speaks Japanese reasonably well, but there are many people who speak it much better. He understands global finance very well, but there are many people who understand it better. However, there are very few people who understand both of these subjects as well as he does.

This is meaningful proficiency, a level of proficiency that allows him to engage in substantive, complex professional conversations and to understand and appreciate cultural values and other abstract ideas. This is a critical point. If students do not have skills that allow them to understand and talk about nonmaterial abstractions, then we cannot expect them to truly appreciate the deep cultural values that sustain variety and distinctiveness at a time when globalization seems to be homogenizing cultures around the globe. They will not be able to see meaningful, nonmaterial differences beneath superficial, material similarities.

This takes us to the issue of skills. By most estimates, it takes at least 700 hours of instruction for most students to achieve an advanced score on the ACTFL tests for most languages. For languages like Russian, it takes more than 1,000 hours. Now, the typical undergraduate program involves three hours of instruction per week. Over the course of two years, or half a college career, students receive only 180 hours of instruction. These figures suggest strongly that if we want students to leave college with meaningful proficiency, they must begin college with stronger skills across the board. This is what makes your role so very important. This is what I meant when I said at the outset that the senior position you hold in the language learning business is likely to become even more critical in the future.

As a non-language instructor, I think that the new environment on college and univer-

sity campuses that I described earlier creates a need for students who can do two things more quickly than most do now. First, we need students who can and will speak the language. I don't mean "speak" in the sense that they use the language easily and correctly. I mean that we need more students who are willing to open their mouths and try. We need more students who have the confidence to speak, knowing full well that they are making mistakes, but also knowing that they are communicating, that someone understands the point they mean to make, and that improvement only comes through practice. Whether or not they arrive on a college or university campus with this willingness depends almost entirely on the environment you create in your classrooms at the primary and secondary level.

Second, we need more students who are able to conduct research in another language and to use language in the context of non-language courses. Remember I said that language across the curriculum has become one of the most common components in campus internationalization strategies. Those efforts to bring French, Spanish and other languages into history, economics or political science courses often fall short of expectations because students don't have the skills to read college-level material in another language, and they don't know how to find research resources in a language other than English. Giving them assignments at the high school level that help them to develop those research skills, assignments that pull issues and texts from other disciplines into your classes, makes a great contribution to that effort.

Let me close by saying something about an issue that really sits at the intersection of students' skills and attitudes. You and I didn't get involved in this business because we enjoyed memorizing vocabulary lists and verb conjugations. We got involved in this business because we went some place and we fell in love with it and with the people we met there. We got such a thrill out of learning about a culture that was different. But we got an equal thrill out of really understanding, in a deep way and for the first time, that worn adage about "all people being the same."

Language is the connective tissue between that simultaneous appreciation of difference and similarity. We felt empowered and confident because we were really communicating—we were really talking to someone in another language. We made mistakes, but that person smiled back at us, talked to us, made us feel like we belonged in that place. We came back from those experiences as much better speakers and readers of another language. But we also came back as very different human beings.

One of the most important things you can do for your students is to see to it that they

arrive on some college and university campus with a firm commitment to having that kind of experience that changed your lives and mine. They need to begin their college careers with the idea that learning another language and spending time abroad is as much a requirement as any math, science, or literature class. Help them develop that commitment, and help them to be bold about living up to it. Help them understand that there is no single international experience that is right for every person, but for every person there is some experience that will stretch them and change the way they think about the world and their place in it.

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\*This is an excerpt from the keynote address by the author at the North Carolina-AATF/AATSP Joint Spring Meeting, April 21, 2007. Adapted with the author's permission.

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# LE GÉNÉRAL CHARLES DE GAULLE ET L'ALGÉRIE

## Exercices et Études: Première Partie

It is with tremendous pride that I write this brief introduction to Part One of Jane C. Judge's independent study, "Le Général Charles de Gaulle et l'Algérie." During fall 2006, my first semester at Canisius College, I had the pleasure of having Ms. Judge in my advanced stylistics course. She immediately impressed me with her inquisitive mind and dedicated work ethic. I was honored when she asked me to be the first reader on her history senior honors thesis, entitled "France's Magician: General Charles de Gaulle and the Algerian War."

During spring 2007, Ms. Judge needed one more senior French elective in order to complete her quadruple major in French, European Studies, History, and International Relations. It was thus that I proposed that she do an independent study with me based on her history senior honors thesis. The goal of the independent study was to convert her thesis into a usable format for the French language classroom (pre- and post-reading questions in both multiple choice and short answer format as well as a suggested final project). What follows here is Part One of her independent study project. Part Two will appear in the November issue of the *National Bulletin*.

Ms. Judge and I would like to thank Marie-Valérie Chapuis for providing the "native read" for the project. Mlle Chapuis generously offered her time at the final stage of the project.

Eileen Angelini  
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### Mise en train

#### Pistes d'exploration

1. Où se trouve l'Algérie?
2. Pourquoi la France était-elle en Algérie ?
3. Quelles langues les peuples d'Algérie parlent-ils?
4. Quelles sont les religions pratiquées en Algérie ?
5. Que savez vous à propos de l'Algérie?
6. Aujourd'hui, que se passe-t-il en Algérie?
7. Qu'est-ce que le nationalisme?

#### Questions à choix multiples

1. Quel mot signifie: une guerre de harcèlement, de coups de poing, menée par des partisans, des groupes clandestins, pour une cause politique, religieuse, sociale, ou nationale?
  - a. une guérison
  - b. une bataille
  - c. une guérilla
  - d. un apaisement
2. Quelle est la meilleure définition pour «un colo »?
  - a. une officier supérieur qui commande un régiment
  - b. une portion moyenne du gros intestin
  - c. un support vertical d'un édifice comme un pilier
  - d. une personne qui est allée peupler et exploiter une colonie
3. Comment appelle-t-on une personne qui habite là où ses ancêtres sont installés depuis toujours?
  - a. un indien
  - b. un pionnier
  - c. un indigène
  - d. une girafe
4. Lequel de ces pays n'était pas un colonisateur?
  - a. la Pologne
  - b. la France
  - c. la Belgique
  - d. l'Espagne
5. Comment appelle-t-on les peuples qui pratiquent (suivent) l'Islam?
  - a. les Chrétiens
  - b. les Musulmans
  - c. les Juifs
  - d. les Islandais
6. Quand la France a-t-elle été occupée par l'Allemagne?
  - a. 1939-1945
  - b. 1939-1946
  - c. 1940-1945
  - d. 1940-1941
7. Quand la Seconde Guerre mondiale a-t-elle eu lieu?
  - a. 1941-1945
  - b. 1914-1917
  - c. 1861-1865
  - d. 1939-1945
8. Comment appelle-t-on le gouvernement français en exil pendant la Seconde Guerre mondiale?
  - a. le Régime de Vichy
  - b. la Vraie France
  - c. la France en exil
  - d. la France Libre



## L'Avant-Guerre

Aucune guerre ne débute le jour où le combat commence. Il faut étudier l'histoire des peuples, des pays et des sociétés concernés. La guerre d'Algérie n'est pas une exception. Bien que les hostilités aient commencé le 1<sup>er</sup> novembre 1954, les causes de la guerre étaient déjà apparues en 1830.

La France a colonisé l'Algérie en 1830, et le pays fut incorporé à la France métropolitaine. Elle n'était pas considérée comme une colonie mais comme une partie intégrante de la France. Avant cela, l'Algérie faisait partie de l'Empire ottoman. Les Turcs opprimaient les Algériens, et les Français parlaient d'indépendance pour ces peuples. Avec l'arrivée des Français, les Algériens pensaient être libres. Mais les événements prirent une autre tournure, et les Français prirent le contrôle total du pays en instaurant la paix par la force en 1871. Les fêtes musulmanes, l'arabe en tant que langue officielle et les mosquées furent interdites. Ensuite, les Français autorisèrent les colons français, espagnols et italiens, ainsi que les citoyens français à déménager en Algérie. La transformation de l'Algérie en métropole finit lorsque Napoléon III créa les trois départements d'Alger, d'Oran et de Constantine. L'oppression des Musulmans s'accrut avec la Troisième République française et la création du «code indigène» qui garantissait aux Européens leur supériorité sur les Musulmans. Le code assurait aussi le contrôle complet de la population indigène par toutes les administrations françaises en Algérie. Les taxes pour les Européens étaient moins élevées que les taxes pour les Musulmans. L'arabe était interdit dans les écoles ainsi que les fêtes islamiques. Les Européens contrôlaient toute l'économie du pays. Par ailleurs, le code stipulait que les Algériens indigènes pouvaient être citoyens français s'ils renonçaient à la religion musulmane.

La situation de l'Algérie resta telle quelle jusqu'à la veille de la Première Guerre mondiale. Pendant la guerre, le gouvernement français appela les Musulmans algériens à y participer. Les «indigènes» pensaient que s'ils aidaient la France, ils pourraient être mieux représentés dans le gouvernement. Par ailleurs, un sentiment nationaliste commença à apparaître en Algérie. Aucune action ne fut engagée avant la fin de la Deuxième Guerre mondiale, lorsque, après quelques efforts de la part de groupes nationalistes algériens, le gouvernement français changea sa façon de gouverner avec l'aide et sous l'impulsion du général De Gaulle. Une deuxième chambre de représentants fut créée, et tous les Algériens purent recevoir la nationalité française. Le code indigène fut officiellement aboli. Ces changements semblaient être des améliorations fondamentales pour les Algériens, mais les Européens algériens gardèrent la plupart de leurs pouvoirs, et la situation pour les indigènes ne s'améliora pas beaucoup. La création d'une deuxième chambre en Algérie a en fait assuré que les indigènes resteraient opprimés. Pendant la première partie du vingtième siècle, il y eut approximativement un million d'Européens algériens face à six millions d'indigènes. Les deux chambres gouvernementales étaient à peu près égales, et donc les Algériens, en plus grand nombre, devinrent une minorité politique. Quant à la nationalité française, elle devint plus facile à obtenir, mais il restait des mesures de restriction qui empêchant la majorité des indigènes de l'acquérir. De plus, ni les indigènes ni les Musulmans n'étaient nommés aux postes gouvernementaux qui étaient ouverts par les nouvelles lois. Voilà comment les indigènes restaient à l'époque des citoyens de seconde zone.

Après la Deuxième Guerre mondiale, les Musulmans se sentaient de plus en plus opprimés, surtout à cause du gouvernement français et de son désintérêt pour les appels des groupes nationalistes, même envers ceux qui voulaient des changements raisonnables et pacifiques. Par conséquent, un Musulman nationaliste du nom de Ben Bella créa le Front de Libération nationale (FLN) en octobre 1954. C'était une organisation qui s'établissait sur de nombreuses autres organisations nationalistes. Il est important de comprendre que le FLN n'était pas du tout un mouvement religieux. Ainsi, dans le manifeste, le FLN déclarait qu'il voulait la liberté pour toutes les religions. La lutte était contre l'oppression et non pas contre la religion. De plus, c'était une lutte forte et sérieuse. Le 1<sup>er</sup> novembre 1954, l'Armée de Libération nationale—la partie militaire du FLN—fait d'innombrables attentats partout en Algérie. La guerre commençait.

### Questions de compréhension

1. Faites des recherches sur l'Empire ottoman. Où se trouvait-il? Qui y régnait?
2. À l'origine, quel était le but des français vis-à-vis de l'Algérie?
3. Qui a mis fin à la création de l'Algérie comme partie de la France? Comment (de quelle manière) le gouvernement français suivant a-t-il contrôlé les Algériens natifs?
4. Pourquoi la situation sociale en Algérie a-t-elle évolué comme décrit dans le texte ci-dessus? De quelle période de l'histoire fait-elle partie?
5. Comment le nationalisme algérien a-t-il commencé? Comment le gouvernement français a-t-il répondu?
6. Qui a créé le FLN? Que signifie ce sigle? Que désirait cette organisation? Comment a-t-elle exprimé ses intentions?
7. Qui s'est installé en Algérie après que la France l'ait envahie? De quel pays étaient-ils citoyens? Quelles étaient leurs nationalités?
8. Quelle opinion la France avait-elle en ce qui concerne l'Algérie? Comparez cette opinion avec celles qui concernent ses autres colonies.
9. Donnez des exemples d'oppression du «code indigène».
10. Quelle est l'importance de l'économie d'un pays? Pourquoi faut-il insister sur le fait que les Européens-algériens contrôlaient l'économie algérienne?
11. Pourquoi la Deuxième Guerre mondiale a-t-elle été si importante pour l'histoire de l'Algérie et sa guerre d'indépendance?
12. Pourquoi les changements gouvernementaux en Algérie n'ont-ils pas été suffisants?

## La Guerre avant le général De Gaulle

Au début de la guerre, Pierre Mendès France était le président du Conseil. Onze jours après les attentats de l'ALN, le 12 novembre, il proclama «sa détermination de rétablir l'ordre et de ne pas transiger». <sup>1</sup> Lui et son gouvernement étaient prêts à affronter l'insurrection contre le pouvoir de Paris. Au même moment, le ministre de l'Intérieur, François Mitterrand, disait que «l'Algérie, c'est la France». Le fait que Mitterrand pouvait donner son avis sur l'Algérie montre les relations entre la France et l'Algérie: ce n'était pas le ministre d'Outre-mer qui avait le contrôle et qui parlait pour le gouvernement à propos de l'Algérie mais le ministre de l'Intérieur. Les paroles de Mitterrand prouvent que la France et son peuple voyaient l'Algérie comme une partie de leur territoire et ne la considéraient pas comme une colonie. Ceci illustre exactement l'opinion générale des Européens. Ils se sentaient bien chez eux en Algérie. Leurs ancêtres y étaient installés depuis 1830—plus d'un siècle! On peut ainsi comprendre les raisons pour lesquelles le gouvernement français a envoyé un grand nombre de soldats en Algérie. Ils la considéraient comme une partie de leur pays.

Malheureusement, cette politique déterminée à garder l'Algérie en tant que territoire français fut la cause de la chute de plusieurs gouvernements à Paris. Après un débat sur l'Afrique du Nord, l'Assemblée renversa le gouvernement de Mendès France le 5 février 1955. Le gouvernement de la Quatrième République pouvait être remplacé si l'Assemblée nationale votait en ce sens. Le prochain président du Conseil fut Edgar Faure, qui s'installa le 23 février 1955. Le 3 avril, il annonça l'état d'urgence en Algérie mais le gouvernement assurait toujours au peuple français qu'il mettait tout en oeuvre pour rétablir l'ordre. Pendant que la guerre devenait plus sanglante et que les deux côtés commençaient à utiliser la torture, le gouvernement de Paris insista sur le fait qu'il aurait le contrôle en quelques mois. Il ne négocierait pas avec le FLN, ni les autres organisations Musulmanes qui étaient moins violentes. Faure et le gouvernement restaient résolus et continuaient à agir comme si l'Algérie était et serait toujours la France. Avant la fin de l'année 1955, Edgar Faure fut renversé. Tout indiquait que le gouvernement français subissait une crise. Paris perdait contrôle en Algérie mais aussi en France métropolitaine. La confiance de l'Assemblée Nationale diminuait et avec chaque gouvernement renversé, ce phénomène s'aggravait. La situation allait se détériorer avant de s'arranger.

Guy Mollet, le nouveau président du Conseil, ou premier ministre, prit le pouvoir le 5 février 1956. Mais la guerre en Algérie s'aggravait. Tous les habitants étaient touchés par le conflit—les Musulmans ainsi que les Européens. L'armée française devrait de plus en plus faire face à la guérilla. Le gouvernement Mollet fut renversé le 21 mai 1957. Puis Maurice Bourgès-Maunoury eut la confiance (du 13 juin au 30 septembre 1957) suivi par Félix Gaillard le 5 novembre 1957. «La confiance» est l'idée qu'un gouvernement—un premier ministre et son cabinet—a l'approbation de l'Assemblée. La guerre en Algérie continua sans s'atténuer et le 15 avril 1958 Gaillard fut renversé. Pierre Pflimlin fut élu président du Conseil pour quelques semaines en mai 1958 mais il fut bientôt renversé.

Face à l'incertitude du gouvernement et à la désapprobation des peuples français et algérien, associés au nombre grandissant des morts, René Coty, Président de la République, demanda au Parlement le 29 mai 1958 d'imposer Charles de Gaulle au poste de premier ministre. C'était le 1<sup>er</sup> juin. Le Général obtint le droit de changer le gouvernement immédiatement, et la Cinquième République naquit, principalement à cause de la guerre d'Algérie et du manque du contrôle par Paris.

<sup>1</sup>Bezakh, Pierre, ed. *Petit Larousse de l'histoire de France: Des origines à nos jours*. Paris: Larousse, 2003, p. 714.

### Questions de compréhension

1. Qui était François Mitterrand? Pourquoi sa position gouvernementale était-elle notable?
2. Pourquoi les Européens algériens ne voulaient-ils pas laisser l'Algérie aux natifs?
3. Comment l'Assemblée nationale avait-elle le droit de changer un gouvernement de la Quatrième République? Pourquoi le gouvernement Mendès France fut remplacé?
4. Quelle position le gouvernement de Paris avait-il pris à propos d'Algérie?
5. Quel est l'autre nom officiel du président du Conseil? Y avait-il un autre président dans le gouvernement français de la Quatrième République? Si oui, comment s'appelait-il?
6. Comment le général De Gaulle est-il arrivé dans le gouvernement? Pourquoi?
7. Quelle crise a eu lieu dans le gouvernement français après le début de la guerre en Algérie?
8. Quel rôle le ministre de l'Outre-mer joue-t-il pour le gouvernement français? Existe-il toujours?
9. Qu'est-ce que la confiance ?
10. «L'Algérie, c'est la France», qu'est-ce que ce slogan voudrait dire?
11. Comment les Européens algériens se sentent-ils? Pourquoi? À votre avis, est-ce que ce sentiment est juste? Citez d'autres exemples similaires.

## La Vie du général De Gaulle avant la guerre

Charles André Joseph Marie de Gaulle naquit le 22 novembre 1890 à Lille, dans la demeure ancestrale, mais sa famille habitait à Paris. Suivant la tradition familiale, Mme de Gaulle a déménagé à Lille seulement pour la naissance de Charles. Ainsi, De Gaulle a grandi à Paris en connaissant l'histoire de sa famille et celle de Lille.

Pendant son enfance à Paris, Charles de Gaulle fut bien éduqué, notamment en histoire, car ses parents montrèrent à leurs enfants les nombreux monuments importants de la ville. La famille portait beaucoup d'intérêt à la politique et à l'histoire mais moins aux aspects culturels. Il y avait donc beaucoup de discussions et de débats à propos des politiques du moment. Les événements de l'affaire Dreyfus et du Soudan impressionnèrent fortement le petit Charles. La faiblesse du gouvernement pendant son enfance persuada de Gaulle qu'il voulait une France forte et importante par-dessus tout.

En 1910, Charles de Gaulle entra à l'Académie militaire de Saint-Cyr et en 1913 il devint fantassin à Arras. Il n'était pas impressionnant à l'Académie mais pendant la Première Guerre mondiale il fut blessé trois fois et capturé. De Gaulle passa deux ans et huit mois dans cinq camps de prisonniers de guerre, d'où il essaya de s'échapper. Il a reçu quelques honneurs et servit au Conseil supérieur de la Guerre et au Conseil supérieur de la Défense nationale après la guerre. En 1924 il publia son premier livre, écrit en partie aux camps de prisonniers, intitulé *Discorde chez l'ennemi*.

La Deuxième Guerre mondiale était pour le Général le théâtre où il pourrait devenir meilleur. Aux batailles au nord de la France et au sud de la Belgique en mai 1940, De Gaulle fut nommé commandant de la Quatrième Division blindée. Après les victoires des Allemands contre les armées françaises, De Gaulle se joignit à d'autres politiciens français à Londres pour convaincre les Anglais et Churchill que former une alliance franco-anglaise plus forte permettrait aux Alliés de faire pencher la balance. Hélas, avant mi-juin le premier ministre Reynaud donna son poste au Maréchal Pétain qui créa un gouvernement à Vichy pendant que les Allemands occupaient Paris et le nord de la France. De Gaulle était furieux et le 18 juin 1940, au moment où Reynaud annonça la chute de la France, le Général clama sur la radio BBC qu'il créait une France Libre et que les Français devaient continuer à combattre les Allemands.

La France Libre fut un succès avec le Général et à la fin de la guerre, De Gaulle était le seul leader assez fort pour revigorer la France. Sur la scène internationale, avec son charisme considérable, De Gaulle avait obtenu le soutien de Franklin D. Roosevelt, président des États-Unis, et de Winston Churchill, premier ministre de Grande Bretagne. Les deux chefs d'état l'ont reconnu comme chef d'une France totalement indépendante en juillet et en octobre 1944. Immédiatement, le gouvernement français commença à mettre en place une nouvelle République—la Quatrième. Quatre grands partis politiques y ont contribué: les socialistes, les communistes, les chrétiens-démocrates, et les radicaux. La plupart des politiciens, en retournant en France, ont prôné une république avec un parlement fort et une présidence faible. De Gaulle voulait l'inverse; d'après lui, c'était la faiblesse de la présidence qui avait causé l'impuissance de la Troisième République.

En octobre 1945, De Gaulle donna la voix au peuple français qui vota «oui» pour la nouvelle constitution (qui comprenait le gouvernement favori des parlementaristes) et pour des nouveaux membres de l'Assemblée. Donc, De Gaulle était en partie défait parce que ses idées sur la République n'étaient pas retenues. Néanmoins, il devint président de la nouvelle république le 14 novembre 1945. Après quelques mois, il devint évident que le parlement puissant utiliserait ses pouvoirs contre le président. Pour le Général, ce système n'était pas adapté, notamment car il ne pouvait pas fortifier la France comme il le voulait. Le 20 janvier 1946, il donna sa démission. Il créa alors un parti politique—le Rassemblement du Peuple français—mais les candidats ne s'en tiraient pas bien et finalement De Gaulle l'abandonna. En 1953 de Gaulle annonça sa retraite, qui commença en réalité en 1955. Le Général s'installa à Colombey-les-Deux-Églises et il y observa les politiques françaises durant les trois années qui suivirent.

### Questions de compréhension

1. Où Charles de Gaulle est-il né? Citez son nom complet. En quoi sa naissance fut-elle remarquable?
2. De Gaulle fut-il impressionné par les politiques quand il était petit? Donnez des exemples précis pour appuyer votre réponse.
3. Donnez un bref résumé de la vie du Général avant la deuxième guerre mondiale.
4. Comment de Gaulle a-t-il obtenu son statut de général? Qu'a-t-il fait pendant la guerre après ces événements?
5. Que s'est-il passé après la paix en 1944? Pourquoi de Gaulle a-t-il démissionné en 1953?
6. Nommez quelques caractéristiques de la personnalité du Général que vous trouverez dans la description ci-dessus.

## HOW DO PARENTS CHOOSE AN ELEMENTARY OR HIGH SCHOOL?

Quite often parents decide on schools for their children based on the answer to one question: How many National Board Certified Teachers do you have on your faculty?

With nearly 7,800 teachers having achieved National Board Certification in 2006, making the total of NBCTs nationwide over 55,300 and with growing evidence of higher achievement among the students of NBCTs, it seems a logical question. It is, however; a scary one for French teachers since barely 50 French teachers nationwide took the initiative to go through the process last year as first time candidates. The situation is even worse this year.

The National Board will not continue to offer the certificate in French unless there are AT LEAST 50 candidates by DECEMBER 31, 2007 and then only if these candidates turn in at least part of their portfolio work by the March deadline.

National Board Certification® measures a teacher's practices against high and rigorous standards. The process is an extensive series of four performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of six 30 minute computer test exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students: listening, speaking, reading, writing, error correction and explanation, and methodology. To score the ten pieces of a candidate's work fairly, there can be no fewer than 50 candidates, far more are needed to score economically. There are hundreds of candidates achieving certification in Spanish. By comparison, we as French teachers are leaving our level of professionalism open to poor interpretation.

This lack of certification will impact enrollment in French. Currently, far too many schools nationwide can offer only one or two foreign language choices to their students. Many of those are debating whether or not to limit the choice to one. As more and more administrators are asked, "How many National Board Certified Teachers are on your faculty?" many have already realized that it is by far easier to find an NBCT in Spanish than in French. Despite the AATF's exciting upcoming ad campaign, administrators must often look for an easy way to increase public opinion of their school and the add campaign will not give birth to enough candidates by December to maintain certification. Once the certificate (Early Adolescent Young Adult/World Languages Other than English/EAYA/WLOE) in French is gone, it will be almost impossible to get it back, as German, Latin, and Japanese teachers have already discovered.

Teachers seeking National Board Certification enjoy these advantages:

- Engage in the most rewarding professional development experience of your career.
- Improve student learning as you improve your command of teaching.
- Reform education by renewing yourself as a teacher and education leader.

### What is the process? How do I begin to become National Board Certified?

1. Go on-line to [www.nbpts.org/become\_a\_candidate] and read the How To Become a Candidate information. There is an initial \$365 to become a candidate. The balance is not due until January.
2. Check with your state's Department of Education and/or your school's professional development office for a stipend to cover the certification fee. ATTENTION: The deadline to submit a fees request from the state is often September 30. Even though "THE BOX" of instructions will not be mailed before October (or as soon afterwards as you become a candidate), you can begin the following:
3. Read the four portfolio entry instructions at [www.nbpts.org/for\_candidates/the\_portfolio?ID=16&x=56&y=3] and their scoring rubrics at [www.nbpts.org/for\_candidates/scoring?ID=16&x=56&y=3].
4. Begin filming your classes immediately demonstrating that your students are producing the target language in level-appropriate, communicative, and culturally appropriate ways. Your ability to guide and facilitate target language production should be evident in the video. Students should be on task, not just busy, and the uncut, 15-minute video should give ample evidence that your goals, lessons, and activities fit together.
5. Listen to as much French as possible (TV5, [espacesfrancophone.org], Champs-Élysées etc.).
6. Find a good methodology text and review.
7. REFLECT, REFLECT, REFLECT on your teaching. How can you improve student learning?
8. Find some help. Look for an entry Assessor or Trainer, another foreign language NBCT Mentor, attend a workshop (like the one at ACTFL called "Are You Certifiable" that will be presented by at least three of the National Board Trainers—the people who teach the assessors how to

score your work).

9. More questions? Call 1 800-22 TEACH.
10. RELAX! Think about this as a possible three-year experience. French teachers have more lesson plans than most, and there is no denying this is a lot of work. Don't stress if you do not achieve the first year, plan on learning from your scores where you can best improve your accomplishments in order to best help your students. You'll never find a professional development experience more rewarding.

**DON'T PROCRASTINATE. YOUR BEST OPPORTUNITY TO BE RECOGNIZED AS AN ACCOMPLISHED PROFESSIONAL NATIONALLY COULD DISAPPEAR WITHIN A FEW MONTHS WITHOUT YOUR PARTICIPATION.**

Deanna Scheffer  
Chapter President  
Florida Chapter  
[schefferd@episcopalhigh.org]

## CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 19.

- I. 1. La Pologne (saoul comme un Polonais)  
2. Turquie (être fort comme un Turc)  
3. La Chine (un casse-tête chinois)  
4. L'Espagne (bâtir des châteaux en Espagne)  
5. L'Italie (un travail de Romain)
- II. 1. périt; 2. seraient-; 3. s'agirait-; 4. être passé; 5. a été renvoyé; 6. devons-; 7. soit; 8. ait; 9. puisses; 10. soit
- III. 1. à l'anglaise; 2. à la grecque; 3. d'allemand; 4. chinois; 5. anglaises
- IV. 1. il n'aurait pas envahi la Russie  
2. j'aurais pu démonter ce moteur  
3. l'Allemagne ne serait pas ce qu'elle est maintenant  
4. il n'aurait pas causé cet accident de voiture  
5. vous aurez peu de chances de gagner
- V. 1. jusqu'à ce que  
2. à moins que  
3. alors que  
4. Bien que  
5. afin que

### ATTENTION AUTHORS

The *National Bulletin* includes, in all issues, the e-mail address of the author of all articles after the author's name. If you do not wish to have your e-mail address included, please inform the Editor in writing at the time of submission of the article.



# PROMOTIONAL FLYERS FOR THE CLASSROOM



### **Help Wanted: Encourage Students to Learn French**

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.39 or \$.63 postage)

### **French By the Numbers**

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. It also emphasizes the interconnectedness of the French and American economies.

### **French is Not a "Foreign" Language**

Black and white on dark green flyer illustrates the similarities between English and French. 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.

### **Why Learn French**

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

### **Speaking French: an investment in the future**

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

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

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

### **Why French FLES\*?**

Developed by the AATF FLES\* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org].

**PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE.** Purchase orders accepted. 100 copies for \$10; 50 copies for \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

\*Prices valid until 12/31/2007

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
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_____	French By the Numbers	_____
_____	French is Not a "Foreign" Language	_____
_____	Why Learn French?	_____
_____	Speaking French	_____
_____	Ten Reasons to Learn French	_____
_____	Why French FLES*?	_____



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## BCA LAUNCHES INTERNSHIPS IN FRANCE

Beginning in spring 2008, BCA will offer a new internship program in Strasbourg, France in partnership with Internships in Francophone Europe (IFE).

The Strasbourg internship track immerses students in the French culture and invites them to learn more about the European Union, France, and social issues facing the region by participating in full-time internships. BCA currently runs a program in Strasbourg and chose to add this internship track in the same location given its proximity to dozens of European institutions, including the European Parliament and the European Court of Human Rights.

The program begins with five weeks in Strasbourg with three, three-credit courses that combine lectures, workshops, oral presentations, discussions, and site visits. After these initial preparatory courses, students will then help to choose placement in a full-time, 12-week internship position. As part of the internship assessment, students will also complete a research paper on a topic related to the placement.

Prerequisites for this program include six semesters of college-level French (or the equivalent). If a student has spent one semester abroad at BCA Strasbourg prior to enrolling in the internship track, the language requirement is considered complete.

Rooted in the values of peace and justice, BCA promotes international understanding, awareness of global citizenship and academic scholarship through educational exchange. BCA is one of the nation's oldest independent organizations committed to promoting international understanding and academic excellence through college study abroad programs for U.S. students and adult seminars for faculty and administrators. Founded in 1962 as Brethren Colleges Abroad, with its first program in Marburg, Germany, today BCA offers programs in more than a dozen locations worldwide.

To learn more about BCA internships in Strasbourg, visit [[www.bcaabroad.com/Programs/france/FranceInternship.asp](http://www.bcaabroad.com/Programs/france/FranceInternship.asp)].

### 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 38 for more information.

## NATIONAL FRENCH WEEK GRANTS

During the 2004-2005 school year, our French Club received a National French Week grant to host a dinner and movie. At the time, we had access to the Home Economics classroom which we used to prepare our dinner. The students previewed several different films and decided on *La Belle et la bête* de Jean Cocteau. They liked the movie, and they also like the fact that it had wide appeal because of the Disney version. We prepared flyers and posters advertising the event. We were lucky that the Annual Community Summit was held right before the event, so the students were able to make contact with many parents from the district to whom they sold advanced tickets at \$3 a ticket. We sold over 100 tickets. The students helped with the shopping and the preparation of the meal. We chose coq au vin, rice pilaf, and broccoli au gratin for our menu and supplemented with pre-cooked quiches as an appetizer. We also offered cheese platters, cream puffs, and éclairs for dessert. The evening was a great success and we received many compliments on the food. The best part was that many people actually stayed and watched the movie.

The following year we again received a grant for National French Week and this time we decided to have a French Cafe at our middle school. Instead of a full dinner, we wanted a selection of finger foods that were easy and inexpensive to prepare. We painted posters and created flyers which we distributed in the middle school. We also had announcements made the week before the event. We were again allowed to use the Home Economics classroom where we prepared quiche, croque monsieur, and crêpe batter. We also had a selection of French cheeses, croissants and a crêpe-sundae station where participants could make ice cream sundae crêpes. In addition to the food, we offered t-shirt painting, Mardi Gras mask making, and our art teacher demonstrated pointillism painting. Unfortunately, both location and weather plotted against us, and our evening was not a commercial success. However, the students involved had a great time preparing and participating in the event. We received lots of support from our administrators and almost made the evening news! Several months later, our Long Island *Newsday* printed a small article about the grant and what we did with it.

Our program remains small, but the point is...it remains. The members of the French Club and I work tirelessly throughout the year to publicize our activities, and we try to participate in some of the contests held throughout our region. The kids are so enthusiastic when they have a project to work on. This

year we are participating in an International Night with the other language clubs, and it is great to see the students work hard to make the evening a success.

I hope that our story inspires other French clubs out there to apply for a grant and hold an event to showcase the talents of the students and their love of the French language and culture.

Jo Anne Orlando  
Suffolk County NY Chapter  
[jammo1@optonline.net]

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## FRENCH IMMERSION SCHOOLS IN NEW YORK CITY

The French Embassy and the New York City Board of Education have announced that the following three public schools in New York City will begin French-English Dual-Language programs in September 2007: CIS 22 in the Bronx, PS 125 in Manhattan, and PS 58 in Brooklyn.

The French Embassy in partnership with the New York City Board of Education, the FIAF, and *Éducation française*, a New York group, showcased the dual-language programs at the French Institute *Alliance française*. More than 150 attended the event showcasing new French dual-language programs. Prospective teachers, school leaders, principals, administrators, and community leaders were invited to the program which explained "the initiatives being undertaken in the public school system." Participants also discussed the collaboration between the New York City public schools and the French Embassy. Cultural Counselor Kareen Rispaal stated that "New York and Paris have many business and cultural partnerships. With this evening's program, we add education to the list of fruitful collaborations between these two cities."

Representatives from the Center for Applied Linguistics also gave an overview of dual-language programs in the U.S., and several school principals discussed their initial reasons for beginning the French-English programs in their schools.

Other programs that were showcased during the event included the work that is being accomplished in dual-language learning by *Éducation française à New York* and the successful French Heritage Program for children from Francophone countries in several New York City public schools.

Bravo, New York!

Harriet Saxon  
Chair, FLES\* Commission  
[hdparis20@aol.com]

## ATTENTION ALL AATF MEMBERS!

You may not realize it, but your own school library may not have *The French Review* on the shelves for your students. As you know, it can be beneficial to students and faculty as a research tool. With many articles in English, it is also useful in other fields, such as Cinema, Sociology, History, and Comparative Literature. If you don't know whether your library has a subscription, please fill out the form below and drop it in campus mail for your librarian. *The French Review* generates funds for the AATF and also supports our organization and the cause promoting French.

Please detach and submit to librarian.



To Librarian:

Please consider a subscription to *The French Review*. I feel it would be beneficial to my students. It also is a useful source for students in other fields, such as Cinema, Sociology, History, and Comparative Literature.

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### THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE DEVOTED TO PEDAGOGY

This special issue will be devoted to all manner of articles on the teaching of French language, literature, and society and culture. We would particularly like to include articles on the teaching of beginning French at the middle, high school, and college and university levels. This volume will be published in May 2009 in honor of our annual meeting to be held in San Jose, CA in July 2009. Articles should be scholarly but not exceedingly specialized. We also want articles that fit into our rubric "In Your Corner: Focus on the Classroom." 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 is on or before **August 1, 2008**. Articles should be submitted to Christopher Pinet, Modern Languages and Literature, Montana State University, Bozeman, MT 59717.

### MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 48 for information concerning the 3-for-1 offer for a year's free membership.*

### COLLOQUE INTERNATIONAL SUR LE QUÉBEC



De gauche à droite: Chantal Maillé (Université Concordia), Yanick Godbout, Ginette Chenard et Michel Venne

Les 2 et 3 mars 2007 Marie-Christine Koop a organisé un colloque international à l'Université de North Texas, dans l'agglomération de Dallas-Fort Worth. Cet événement, unique en son genre, avait pour thème «Le Québec à l'aube du nouveau millénaire: entre tradition et modernité». Il était subventionné par le ministère des Relations internationales du Québec, le ministère des Affaires étrangères et du Commerce international du Canada, l'Association internationale des études québécoises (AIEQ) et l'Université de North Texas. Le programme, interdisciplinaire, comprenait une soixantaine de sessions sur la littérature, l'histoire, la politique, la langue, la société et l'identité québécoises présentées par des intervenants venus des États-Unis, du

Canada et d'Europe. La séance plénière a été animée par Michel Venne, ancien chroniqueur au *Devoir* et directeur de l'Institut du Nouveau Monde à Montréal. Plusieurs personnalités étaient présentes: Monsieur Yanick Godbout du ministère des Relations internationales du Québec, Madame Ginette Chenard de la Délégation du Québec à Atlanta, ainsi que Monsieur Rod Johnson, Consul du Canada à Dallas. Les actes du colloque seront publiés par les Presses de l'Université du Québec. Plusieurs membres de l'AATF ont participé à ce colloque dont Andréanne Mauger-Bauman qui dirigeait le groupe musical québécois qui s'est produit après le dîner de clôture et a fait sensation.



## SAVING A FRENCH PROGRAM

In Chapel Hill–Carrboro City Schools (NC), we had a little “skirmish” several years ago. We are a school system fortunate enough to have a flourishing elementary school foreign language program (FLES). In the early 1990s when the program was developed, there were six elementary schools in our district. It was decided at that time to have three “French” elementary schools and three “Spanish” schools. Since then, three new elementary schools have been built, and, not surprisingly when one considers the recent trends, they have all become Spanish-teaching schools. Nevertheless, the three French programs continued to thrive, and I must say that the reason that we have a strong French program at the high school level is because of the jumpstart the students get at the elementary level as well as our very solid middle school program. Next year at East Chapel Hill High School, a school of about 1500 students, we will have five French 3 classes, about 75 students in three French 4 classes, around 50 in two AP Language classes, and the last time I checked there were 27 signed up for AP French literature. I attribute all of this to our strong elementary school French program!

At the beginning of the 2002–2003 school year, our superintendent decided that all elementary schools should teach Spanish (horizontal alignment), conducted a “study,” and worked out a “plan” to implement switching the three French elementary schools to Spanish. A World Language teachers’ meeting was called to gather “input” about this move, and despite much negative feedback from all language teachers, it certainly seemed as though the proposed change was a *fait accompli*, as one of our Latin teachers remarked at the meeting. All that needed to be done was get it approved by the Board of Education and *voilà*, no more elementary school French, which would obviously have a devastating effect on the middle and high school programs.

We French teachers began a major counterattack. First, the superintendent received a barrage of telephone calls, letters, and e-mails from parents, students, teachers (including elementary school Spanish teachers), university professors, everyone who was passionate about keeping French and there were many, explaining why this move would have very unfortunate consequences and didn’t make sense in the first place. Our basic argument was “if it ain’t broke, don’t fix it,” along with much emphasis on the importance of French in the world today). When it began to look as though the superintendent would remain firm in this ill-con-

ceived idea, we concentrated on convincing the School Board, and the letters, telephone calls, face-to-face conversations, editorials, and e-mails were numerous and frequent. In early 2003, the meeting during which the Board was to vote on the proposal took place. We were there in great number, and many had signed up to speak, including those same teachers, students, parents, university professors mentioned earlier. One parent had done an excellent video about the elementary program, many people spoke passionately, and the East Chapel Hill High French students presented a large, colorful banner which read *Vive le français!* signed by the high school students. The most effective speakers were the students themselves. There were students with family connections in Africa, a girl from Canada, an East Chapel Hill graduate attending Duke University who had begun French in kindergarten and continued through both AP courses, a ninth-grader who made an outstanding Power Point presentation plus many others. At the end of that evening, the Board decided to put off the vote in order to gather more information.

We made certain there was a lot more information forthcoming—all pro-French. After a month of continued communication with the Board, they met again. I was feeling discouraged because the superintendent’s proposals always seemed to be approved. Also, I had a student whose uncle was on the Board. I had told her, “Great! Tell him about how wonderful French is.” She assured me she had already done this, but that he had said his mind was made up and he was voting to change to Spanish. “Spanish is more important today.” So I went to that Board meeting feeling not too hopeful but determined to see it through. Once again, many pro-French speakers addressed the Board and, once again, the students who spoke carried the day. When it came down to Board discussion and voting time, the first Board member to speak was the uncle of my student. Through the fog of my worn-out brain, I heard him say something like, “I was convinced that Spanish was the way to go, but after hearing all this, especially the students, and considering all the evidence, I’VE CHANGED MY MIND.” Then one by one, each Board member said approximately the same thing. They didn’t even have to vote. The outcome was obvious. The French elementary school program would continue.

Even writing about this now, four years later, it pumps me up, but I totally understand

that we won only the battle and the war continues. We must be constantly vigilant and stay on our toes in protecting our French programs. Our experience in Chapel Hill certainly shows that there is strength in numbers. If your program is ever in danger, enlist all the help you can get, mobilize your students—that’s key, and keep fighting the fight! *Vive le français!*

Kathleen Rhodes  
East Chapel Hill High School (NC)  
[krhodes@chccs.k12.nc.us]

### STRATEGIES FOR PREVENTING SCALING DOWN FRENCH PROGRAMS

#### Be Visible to be Viable

- Participate in everything your district or school does.
- Organize a French Festival.
- Have a French dinner and invite the community.
- Organize fund-raisers for a worthy cause.
- Take advantage of National French Week to tout all the reasons French is so important.
- Participate in the National French Contest.

#### Make French Relevant

- Organize conversation groups.
- Take trips to France and Canada or any French-speaking country or area.
- Have a very active French Club that organizes many French-related activities.
- See French movies and go to French restaurants.
- Make “French outside the classroom” assignments.
- Go to your local art museum and get a docent who speaks French.
- Stress the importance of French for SAT preparation.
- Do super-fun activities in class that your students will tell others about.
- Arrange for your students to have Francophone pen pals.
- Invite outside speakers to come to your class and tell about their French-related interests.

#### Recruit

- Send high school students to the middle schools to tell about the French program.
- Send high school and middle school students to the elementary schools.
- Have middle or high school students present mini-French lessons at elementary schools.
- Speak to and educate counselors and administrators about the importance of French.

- Do everything you can to pump up the numbers.
- Recruit diversity!

#### Publicize

- Let everyone know about the cool French-related things you are doing.
- Call the newspaper and get the photographers and reporters out.
- Get articles published in the school newspaper and the school newsletter.
- Put signs around the school announcing the next French Club meeting or activity.
- Get parents' e-mail addresses and keep them posted on events and activities.
- Create a Web site and post French-related activities there.
- Make a French activities bulletin board outside your classroom for all to see.

#### Work Together

- Keep in contact with other French teachers. There is strength in numbers!
- If, Heaven forbid, you find your program is on the chopping block:
- Get everyone you know and everyone you don't know involved. Do not go it alone!
- Enlist the help of other French teachers in your school, your system, other districts, your state, at the university level, the AATF, parents, your students, anyone who can help.

**DO NOT GIVE UP!**

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## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-77 (1927-2005) 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 3 years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [[www.jstor.org/about/participants\\_na.html](http://www.jstor.org/about/participants_na.html)]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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)].

## 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. Contributions are tax deductible.

## AATF MEMBERSHIP DRIVE

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, 2008 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 2008, 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!

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

All the latest information on:

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

## SMALL GRANT SUPPORTS FIRST ACADEMY OF FUTURE FRENCH TEACHERS (AFFT)

The idea for this event arose out of necessity and creative thinking about a problem—the current shortage of students enrolling in university programs to become French teachers. At the universities within our chapter, we have noted that this decline can have a negative impact on local French high school programs as such programs are simply eliminated (and not even always replaced with a different language), when there are no qualified candidates in French. Our purpose was to stimulate interest in becoming a future teacher of French, to supply demand, and to revitalize programs. The idea was that interest stimulated in young people can also increase wider enthusiasm when other students see peers with a decided interest in dedicating their professional lives to teaching French. Furthermore, since we had not heard of this being done elsewhere, we hoped that our event could serve as a pilot program for other such formation nationally.

We called the event the Academy of Future French Teachers Day: we gathered for lunch at a restaurant with a Francophone connection on a Saturday in late October for introductions and to get to know one another. During this time, the AATF officers greeted each of the participating students and their teachers, then distributed name tags and favors. Following lunch, we drove a short distance to Rockhurst University in Kansas City.

Participants were welcomed to the university, and a panel discussion then followed in two parts: first, teachers talked about why they chose this profession and mentioned a range of reasons from their passion for the subject to professional perks such as travel and Francophone connections around the world. During the second part, two former teaching *assistantes* talked about the opportunities available for teaching English in France for a year. Finally, other scholarships, conferences, travel, etc. were explained informally to give students an idea of the range of opportunities for professional development and support available to them. French teachers in the audience readily engaged in the discussion, and many points of view were represented, from that of middle school teachers to university supervisors of language teachers.

After the discussion, each French teacher presented her students with a beautiful certificate of attendance at the first AFFT.

Panelists for the first AFFT Day were:

Moderator: Katie Madigan, President, AATF Greater Kansas City Chapter, Rockhurst University

Part One: French and Methodology Teachers

Ann Sunderland, AATF Vice-President, Truman High School, Independence (MO)

Susan Hennessy, Missouri Western University, Dept. of French

Patience Sowa, Rockhurst University, Dept. of Education

Part Two: Former Assistants in France

Brandi Moeller, Blue Springs High School, Dept. of French (graduate of Truman State University, MO)

Samantha Wender, French Graduate Student, University of Kansas (graduate of Rockhurst University, MO)

Our specific schedule was as follows:

Gathering at restaurant (10:30 a.m.)

Lunch (11 a.m.)

Panel Part I (12:30 p.m.)

Panel Part II (1:30 p.m.)

Conclusion (2:30 p.m.)

The response to the Academy was strong, with twenty-five teachers and students in attendance. All of the teachers attending were AATF members, and thanks to an AATF Small Grant, we were able to buy lunch for all in attendance. In addition, we set up a “goodies” table so that students and their teachers could pick up posters and all kinds of brochures and other great material, mostly from AATF National Headquarters. If what was taken from the table is a sign of spurred interest, then that was one more indicator of success. Comments received afterwards were very positive, and we would encourage other AATF Chapters to consider organizing an Academy of Future French Teachers!

M. Kathleen Madigan

President

Greater Kansas City Chapter

[kathleen.madigan@rockhurst.edu]

### SERVICE LEARNING: REMINDER

Send your descriptions of successful Service Learning projects to Jacki Thomas [j-thomas@tamuk.edu] for possible inclusion in an AATF-sponsored monograph.

Jacqueline Thomas

Texas A&M University at Kingsville

[j-thomas@tamuk.edu]

## AATF CONVENTION IN LIEGE

Mark July 16-19, 2008 on your calendars! The 81<sup>st</sup> annual AATF convention will be held on those dates in Liege, Belgium. We are planning a number of exciting activities as well as the usual excellent professional program. The Local Committee has been working hard to organize interesting local events.

### Hotel Information

The convention will take place at the Liège Convention Center. Room blocks have been reserved at a number of hotels in Liège at rates varying from 69 to 120 euros for a single room and between 110 to 161 euros for a double room. Specific information on making reservations will be announced in the November *National Bulletin* and posted on the AATF Web site. The deadline for reserving a room will be **March 1, 2008**.

### Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*. Our keynote speaker will be Roger Dehaybe, and former *Administrateur général* of the *Agence intergouvernementale de la Francophonie*. There will be special sessions organized for the 2008 AATF Book Club (see page 21), and a number of pre-and post-convention cultural excursions. The AATF Commissions will organize sessions and workshops on culture, business French, promotion, advocacy, and other topics. The program will be a celebration of all aspects of language, culture, and literature of the French-speaking world, focusing on French in Europe. The complete program will be posted on-line in late March.

### Credit

Once again, attendees will be able to obtain one graduate credit for attending the convention through Webster University in St. Louis, MO. More information on registering and requirements will appear in the January *National Bulletin*.

### Roommate list

As we have in the past, we will provide a roommate list to those who request one. This allows members who want to split the cost of a hotel room and find a colleague with whom to share the convention experience to locate a like-minded member.

Watch the Web site for periodic updates; final information and registration materials will appear in the January *National Bulletin*.

**NATIONAL FRENCH WEEK  
NOV. 5-11, 2007 & 2008**



## 2008 ISE "LANGUAGE MATTERS" AWARD ANNOUNCED

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school

teacher of French at the AATF annual convention in Baton Rouge in July.

Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, and Donna Czarnecki (IL) in 2007.

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

**AWARD:** The ISE Language Matters Award will consist of a framed award certificate accompanied by a \$500 cash award funded by ISE.

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

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



immersion experiences outside of the classroom.

**DEADLINES:** The nominee's dossier must be postmarked by **February 1,**

**2008.** It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

The recipient of the award will be notified by April 1, 2008. The award will be presented during the AATF Convention in Liege, Belgium, July 16-19, 2008. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].

### SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events.

Information is available from H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com] or from the AATF Web site at [www.frenchteachers.org].

### UPCOMING AATF CONVENTIONS

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

- Liege, Belgium (July 16-19, 2008)
- San Jose (July 2-5, 2009)
- Philadelphia (July 2010)
- Montreal (July 2011)

## AATF Tête-à-Tête



- **Feeling alone?**  
(*Je me sens seul(e)...*)
- **Running out of ideas?**  
(*à court d'idées...*)
- **Program in danger?**  
(*programme en danger...*)
- **What can I do?**  
(*Contactez-nous!*)



**Suzanne Hendrickson**  
[sue.hendrickson@asu.edu](mailto:sue.hendrickson@asu.edu)

**JoEllen Sandburg**  
[j\\_sandburg@msn.com](mailto:j_sandburg@msn.com)



**Teacher-to-  
teacher  
Mentoring  
Program**

## CALL FOR PAPERS

The 2008 Women in French Conference: April 10-12, 2008, Fort Worth, TX and hosted by the University of North Texas Theme: "Women in the Middle"

As the past two Women in French (WIF) conferences have been on the U.S. West Coast and East Coast, and the 2008 conference will be in the middle of the country, we have proposed as the conference theme, "Women in the Middle." Participants might consider the following for papers and sessions, since women often end up in the middle: between east and west or north and south, between native language and adopted language, between generations, in the life cycle, as mediators in conflicts, in a sexual context, and so forth, this position of the middle would appear to be an interesting point of departure for all kinds of explorations in the context of our organization. The program will include a guided tour of the Women's Museum in Dallas (Smithsonian Institute).

Proposals (in French or in English) must include the following: title of paper, name of presenter, affiliation, and coordinates (postal and e-mail addresses, telephone); a 50-word summary; a description of the paper (300 words maximum).

Any special audiovisual need should be indicated in the conference proposal. Only overhead projectors and screens will be pro-

vided, if requested. Any other audiovisual equipment will require a fee.

Please e-mail complete proposals as an attachment in Word or rtf format by **October 1, 2007** to Marijin S. Kaplan, University of North Texas, P.O. Box 311127, Denton, TX 76203-1127, Tel: (940) 565-2404; Fax: (940) 565-2581; e-mail: [mkaplan@unt.edu].

## 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!

## CALENDRIER PERPÉTUEL

On what day...

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

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

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

## LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

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

*La France divisée* (DVD with French, English, and no subtitles) \_\_\_\_\_ copy (ies)

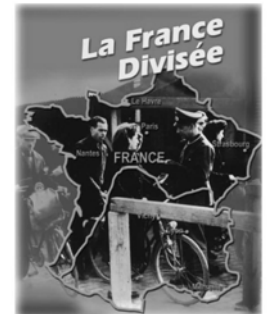
*La France divisée* (VHS in French with English subtitles) \_\_\_\_\_ copy (ies)

\$25 (member)/\$30 (nonmember)

Study Guide (20-page workbook accompanying the program) \_\_\_\_\_ copy (ies)

\$5 (member)/\$6 (nonmember)

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: \_\_\_\_\_



## French Moments in State History: Advocacy outside of Economic Interests

If language is the voice of human society, history is its connecting tissue, bridging who we were to what we might be. It is then our witness, our tutor, our pride, perhaps even our doom. Into a prehistory of many Native American nations was poured the exploration, the hope, the colonization, the competition, and warfare of a few of powerful European countries, each quite different in establishing its presence. For example, New France was always sparsely populated and territorially vast, compared to the demographically dense English colonies crowding the Eastern seaboard. We are now, according to 2000 census figures, a country with at least 13 million citizens of French descent, about two and a half million more of French-Canadian descent, nearly 350,000 of Belgian descent, 137,000 of Swiss descent, over 1.6 million citizens speaking French at home and nearly a half a million speaking French Creole. Add to that nearly 90,000 French expatriates and other French-speaking visitors. History tells the story of how it came to be this way.

One of America's most important interior connections to the Francophone world is through those of its residents who claim heritage from populations of geographic areas in the French-speaking world (French Métis, French Huguenots, Creoles, exiled Acadians, descendants of French explorers, the *coureurs-des-bois*, French Canadian factory workers in New England, French Catholic farming communities in the Midwest, etc.), and through the powerful role of French speakers in the development of this country. Since this historical linguistic focus is not a common feature in public education, I have collected about 125 links pertaining to those aspects on a national or regional level: Franco-American Cultural and Historical Facts [[www.utm.edu/departments/french/francoamerican.html](http://www.utm.edu/departments/french/francoamerican.html)]. For state level aspects, consult the AATF's state advocacy pages linked to: Ideas for French Language and Culture Advocacy in the U.S. [[www.utm.edu/staff/globeg/advofr.shtml](http://www.utm.edu/staff/globeg/advofr.shtml)] and the state "French Advocacy Fact Packs" mentioned on the site's home page.

The AATF advocacy program has been pitched with the idea that state and local information is the most effective resource to make an argument for saving a French program. More often than not, a line of obvious and effective relevancy cannot be drawn directly between even the most pressing national issue and a specific French program, but if you can point to your state's export figures, name a local exporting company or subsidiary of a Francophone company, you

have the immediate attention in a position to help you.

In addition to key consular, educational, and other support addresses, and a wealth of relevant economic information about roles played by states in international business, the thirty-five state fact packs produced by the AATF Commission on Advocacy each contain a section called "French moments in [state] history," another on demography of state residents who speak French or claim Francophone ancestry, one on state French place names, and often links to essays about historical or cultural ties between the state and the French-speaking world. Advocacy is so frequently a high-speed political game, and it is only natural to wonder how historical ties through ancestry, place names, and events can have any weight at all in an argument for keeping a French program. Remember that history often connects to power structures and power players. America's growing interest in history is undeniable; it is becoming a passion on steroids. Think of the millions of individuals in the U.S. working feverishly with genealogical Web resources, examining marriage, funeral, and cemetery records in county libraries, the many civically and culturally active people attending municipal humanities council or history society meetings. You say you cannot quite picture it? Try googling the string "city historical society."

Our national interest in history is not narrowly focused on famous battles and presidents, as a view of the affiliated member organizations of the National Coalition for History [<http://historycoalition.org>] will tell you. These represent politically powerful interest groups, whole industries, and academic interests other than foreign languages. In higher education alone, "Teaching American History" grants is becoming institutionalized as a \$100 million plus program in the U.S. Department of Education. We have the "American Democracy Project," the "We the People Initiative," the "American Memory" project, Civil Rights History forums, courses in the history of various disciplines, a considerable recent enrollment growth in college history classes. Outside of academe, there is money and power in event-centered history, the History Channel, and others. See how the states are peppered with historical societies in the United States Historical Societies Directory [[www.daddezio.com/society/hill/index.html](http://www.daddezio.com/society/hill/index.html)].

Given the relevant historical tools the AATF provides, how can we connect historical facts with communities and important

people? How should we gain the support of historical and genealogical societies in order to reach school boards and state legislators through them? Finally, how do we engage students with activities centered around historical and demographic facts, French place names, historical songs, famous residents, so students recognize that French speakers have always been part of the fabric of American life.

To begin, identify the names and events from your state's list of "French moments" which you think might mean the most to members of historical societies and museums or libraries in your area. Find representatives from these and have them come to talk to your class or French club. Invite state history students. Make sure this event is announced publicly in your school and local newspaper. If you can, have your students do some kind of related follow-up project to use in a thank-you for the speaker and associated organization. While you are doing this, try to obtain an organization membership list. Note any connections (even indirect ones) with the school board, county supervisors, other local political figures and the PTO or PTA. Perhaps you could involve parents, some of whom may be descendants of French-speakers with a connection to your community. So far, the potential effects are extramural, inter-generational, and interdepartmental.

Here are some basic suggestions for activities. Pick names and events from your list of "French moments" in your state's history. Make several simple multiple choice, matching, or fill-in-the-blank exercises with the chosen material. If you want to make these interactive and universally accessible, use a free software like "Hot Potatoes." You might have your students find out which Francophone place names correspond with actual places in the French-speaking world, those used in other states, those which correspond to the names of explorers, *voyageurs*, *coureurs-des-bois*, settlers or famous French speakers. Students might also investigate the history of their state's French names and discover, through historic French maps on the Internet, some names which were originally French, but replaced later by English names. Some of these exercises might be adapted for use in your state history curriculum. If you are diplomatic, and your unit is autodidactic with a no-fuss quiz, you might persuade your own school's state-history teacher to include it. If you are tech-savvy, you might want to consider creating podcasts on your state's French historical connections.





# CALENDAR OF EVENTS

**AFRICAN STUDIES ASSOCIATION**, October 18-20, 2007, New York, NY. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Telephone: (732) 9328173; Fax: (732) 932-3394; E-mail: [asaamc@rci.rutgers.edu]; Web: [www.africanstudies.org].

**AMERICAN TRANSLATORS ASSOCIATION (ATA)**, October 31-November 3, 2007, Miami, FL. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

**NATIONAL FRENCH WEEK**, November 5-11, 2007. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 16-18, 2007, San Antonio, TX. 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 16-18, 2007, San Antonio, TX. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, B201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

**LINGUISTIC SOCIETY OF AMERICA (LSA)**, January 3-6, 2008, Chicago, IL. Information: LSA, 1325 18<sup>th</sup> Street, NW, #211, Washington, DC 20036-6501; Telephone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org].

**NATIONAL FOREIGN LANGUAGE WEEK**, March 2-3, 2008.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 6-8, 2008, Dearborn, MI. Information: Patrick T. Raven, Executive Director, CSCTFL, 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].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)**, March 23-28, 2008, New York, NY. Information: AERA, 1230 17<sup>th</sup> Street, NW, Washington, DC 20036-3078; Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL)**, March 27-29, 2008, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; Telephone: (717) 245-1976; E-mail: [nectfl@Dickinson.edu]; Web: [www.nectfl.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, April 3-5, 2008, Myrtle Beach, SC. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.net].

**INTERNATIONAL READING ASSOCIATION**, May 4-8, 2008, Atlanta, GA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Web: [www.reading.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 16-19, 2008, Liege, Belgium. Information: Jayne Abrate, Executive Director, AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL, 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

**ACTFL Annual Meeting  
November 16-18, 2007  
San Antonio, TX**

## 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 \$20 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$2.50 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; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].


### ADVOCACY

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

Check out the JNCL-NCLIS Web site at [www.languagepolicy.org](http://www.languagepolicy.org)

### NEW! ARMES DE PARIS MEDAL

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



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

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

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

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

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



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### REMINDER: IMPORTANT DEADLINES AND DATES

- Oct. 1 Deadline for submission for Women in French conference (see page 52)
- Oct. 15 Deadline for submissions for National French Week poster and essay contests (see page 15)
- Nov. 1 Postmark deadline for return of election ballots (see page 10)
- Nov. 5-11 National French Week (see page 16)
- Dec. 1 Deadline for submissions for the AATF convention in Liege (see page 12)  
Deadline for nominations for AATF Administrator of the Year Award (see page 34)
- Dec. 8 Deadline for receipt of applications for ASFAP Scholarship (see page 10)
- Feb. 1 Deadline for nominations for the Ludwig Excellence in Teaching Awards (see page 31)  
Deadline for nominations for the ISE Language Matters Award (see page 51)
- Mar. 1 Deadline for AATF Summer Scholarship applications (see November *National Bulletin*)  
Deadline for reservations for the 2008 Liege convention (see page 49)  
Deadline for applications for AATF Small Grants (see page 8)
- Mar. 15 Deadline for AATF Walter Jensen Scholarship applications (see November *National Bulletin*)
- July 16-19 AATF Convention in Liege (see page 49)
- Aug. 1 Deadline for submissions for the 2009 special issue on pedagogy of the *French Review* (see page 46)

**2007  
National  
French Contest  
Dates  
Elementary School:  
February 18 - 27  
Middle/High School:  
March 1-23**

**Central States  
Conference on the  
Teaching of Foreign  
Languages  
Dearborn, MI  
March 6-8, 2008  
[www.centralstates.cc](http://www.centralstates.cc)**