



MESSAGE DE LA PRÉSIDENTE



Chères/chers Collègues,

J'espère que vous avez passé un agréable été et que vous avez pu vous ressourcer avant la rentrée.

Notre congrès de San José

Notre congrès de San José fut un véritable succès. Nous avons été honorés de la présence de plusieurs personnalités telles que Monsieur Pierre-François Mourier, Consul général de France à San Francisco, Monsieur Denis Turcotte, Délégué du Québec à Los Angeles, et Monsieur Jean-Pierre Cuq, président de la Fédération internationale des professeurs de français (FIPF). La séance plénière, intitulée «Pour que rayonne la francophonie des Amériques», a été présentée par Monsieur Michel Robitaille, président directeur général du Centre de la Francophonie des Amériques, qui nous a fait part des activités organisées par son centre pour les professeurs de français d'Amérique du Nord. M. Robitaille avait également organisé une séance semi-plénière pour laquelle il avait fait venir quatre écrivaines francophones; par ailleurs, il a offert aux congressistes un exemplaire du magazine *Québec français* [www.revueqf.ulaval.ca], la revue des enseignants de français au Québec, ainsi qu'un CD de chansons de la francophonie des Amériques, intitulé *Des voix s'élèvent* et diffusé par son Centre [www.francophonie-desameriques.com]. Parmi nos invités de marque, il faut citer Monsieur Alain Braun, Université de Mons-Hainaut (Belgique) et membre honoraire de l'AATF, Madame Marilyn Lambert-Drache, présidente de la Commission Amérique du Nord (CAN) de la

FIPF dont fait partie l'AATF, Madame Loretta Hyrat, trésorière de la CAN, et Madame Margot Steinhart, présidente honoraire de l'AATF. Les congressistes ont eu le plaisir de visionner deux films qui ont été primés: *Entre les murs*, présenté par Madame Catherine Pétilon, Attachée de Coopération Éducative à l'Ambassade de France aux

États-Unis, et *Babine*, présenté par Monsieur Yanick Godbout, Directeur des Relations gouvernementales et Affaires publiques à la Délégation du Québec à Los Angeles. Enfin, je voudrais citer les interventions de Monsieur Manfred Overmann, de l'Université des Sciences de l'Éducation de Ludwigsburg (Allemagne) sur le site portail qu'il a créé pour le professeur de français langue étrangère [www.ph-ludwigsburg.de/html/2b-fmz-s-01/overmann/baf1] et qui contient une mine de ressources et d'activités pédagogiques. Vous trouverez dans ce bulletin plusieurs photos qui illustrent les moments forts qui ont ponctué le congrès comme, par exemple, la séance d'ouverture, le banquet du dernier soir et l'excursion post-congrès à San Francisco et sur la route des vins. Je tiens encore à remercier les gouvernements français, québécois (en particulier Monsieur Frédéric Tremblay du ministère des Relations internationales du Québec), belge et suisse de leur soutien, nos fidèles exposants, sans oublier Monsieur Michel Gueldry qui a organisé une visite pré-congrès au *Monterey Institute of International Studies* où il dirige le programme de français. Enfin, je voudrais exprimer ma profonde gratitude à Anne Jensen, Représentante de notre Région IX et aux membres du comité local qu'elle présidait, et surtout à Jayne Abrate, notre Secrétaire générale, qui a veillé à tout l'aspect logistique de ce congrès et s'est acquittée admirablement de sa tâche, comme elle le fait chaque année.

40^e anniversaire de la FIPF

La Fédération internationale des professeurs de français (FIPF) fête cette année son 40^e anniversaire. La célébration officielle, à laquelle j'ai eu l'honneur d'assister, a eu lieu à l'Institut de France le 25 juin dernier. La séance plénière a été dominée par la présence de Monsieur Jean-Christophe Rufin, écrivain (Prix Goncourt 1997 et 2001) et ambassadeur de France

au Sénégal. La cérémonie s'est poursuivie sous la coupole, où se réunissent les académiciens, avant de se terminer par une réception officielle au Palais du Quai d'Orsay où nous avons été accueillis par Monsieur Alain Joyandet, secrétaire d'État chargé de la Coopération et de la Francophonie. La FIPF se compose de huit commissions réparties sur tous les continents et représentant 180 associations—dont l'AATF est la plus importante en nombre—et 80 000 professeurs de français [www.fipf.org]. Elle publie *Échanges*, sa lettre trimestrielle disponible en ligne, et *Le Français dans le Monde*, l'une des meilleures revues pour professeurs de français qui contient des articles dans tous les domaines (langue, didactique, littérature, culture, société) avec fiches pédagogiques, dossiers et CD à l'appui. En tant que membres de l'AATF, vous bénéficiez d'une réduction pour l'abonnement à cette revue (voir l'annonce à la page 30).

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Congrès de l'AATF à Philadelphie, 4-7 juillet 2010

Il faut d'ores et déjà songer à notre prochain congrès qui se tiendra à Philadelphie du 4 au 7 juillet 2010 sur le thème «La diversité francophone: passé, présent, futur» choisi par Ann Sunderland, notre nouvelle présidente qui prendra ses fonctions en janvier prochain. Cet événement débutera le jour de la fête nationale américaine et vous pourrez assister aux nombreuses manifestations qui sont prévues ce jour-là dans la ville qui fut la première capitale des États-Unis et où a été signée la Déclaration d'indépendance en 1776. Comme vous le savez sans doute, Philadelphie est surnommée le Paris de l'Amérique en vertu des liens étroits qui l'ont unie à la capitale française dès ses débuts. Vous y découvrirez notamment un musée Rodin avec la statue du «Penseur» devant l'entrée. Le comité local nous prépare des sorties et excursions qui ne manqueront pas de vous intéresser et je vous encourage vivement à proposer une session ou un atelier sur notre site [www.frenchteachers.org], sachant que la date limite pour cela est le 15 décembre.

Congrès d'ACTFL, 20-22 novembre 2009 à San Diego

Plusieurs d'entre vous participerez au prochain congrès de l'ACTFL et je vous invite à assister aux six sessions présentées par l'AATF (voir détails à la page 30). Cette année, pour la première fois, l'ambassade de France organisera un déjeuner le samedi 21 à l'instar de l'ambassade d'Espagne qui le fait régulièrement. Ne manquez pas de vous y inscrire pour y rencontrer vos collègues.

Programmes de français menacés

Ainsi que je l'avais indiqué dans le bulletin d'avril dernier, nous recevons de



Dr. Koop, pictured in June with Marilyn Lambert-Drache, President of the CAN, at the *Institut de France*.

plus en plus d'appels de détresse de la part de professeurs de tous niveaux dont le programme de français vient d'être amputé ou éliminé au profit d'une autre langue. Vous devez savoir que l'AATF met à votre disposition toute une panoplie de documents pour vous aider dans votre lutte, qu'il s'agisse du *Materials Center* qui diffuse des brochures contenant des arguments solides en faveur du français, ou encore du site de notre commission sur la Défense du français ou *Advocacy*, sous la direction de Robert Peckham [www.utm.edu/staff/globeg/advofr.shtml]; ce site propose des données récentes sur l'importance du français, notamment dans le domaine économique, non seulement pour les États-Unis mais aussi pour chaque État. Enfin, l'AATF a mis en place, grâce à une importante subvention du ministère français des Affaires étrangères et européennes, une campagne promotionnelle autour du slogan «The World Speaks French» [www.theworldspeaksfrench.org]; à cet effet, divers documents (dépliants, affiches) sont disponibles par l'intermédiaire de l'AATF. Il ne faut pas attendre qu'une décision ait été prise par l'administration de votre établissement. Il faut nous contacter dès que possible et prévenir notre équipe qui adressera des lettres et des documents aux chefs d'établissement, aux gestionnaires des commissions scolaires, et aux associations de parents d'élèves. À titre d'exemple, vous trouverez dans ce bulletin une lettre type que j'envoie dans ce cas (pages 7-8). Margot Steinhart, notre chapitre de Chicago et Randa Duvick ont préparé, grâce à l'appui

du Service culturel de l'ambassade de France et du gouvernement québécois, un *Advocacy Kit* sur DVD/CD que vous pouvez commander au siège de l'AATF; ce kit a été distribué à San José et contient toutes sortes de documents utiles (voir page 48).

Je vous souhaite, à toutes et à tous, une excellente année scolaire ou universitaire et je vous donne rendez-vous au congrès de l'ACTFL à San Diego.

Bien cordialement,

Marie-Christine Koop
Présidente
[koop@unt.edu]

LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

- ✓ All AATF materials are available in our On-Line Store at
www.frenchteachers.org
- ✓ A printable color catalogue of all materials is now on-line as well.
- ✓ Orders can be mailed, faxed, or completed on-line!

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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 SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Tout d'abord, je vous souhaite à toutes et à tous une bonne rentrée. En cette période de crise économique, nous devons rester vigilants face aux défis qui pourraient menacer les programmes de français. Les membres du Conseil d'Administration et de la Commission de l'AATF sur la Défense du français ont déjà répondu à l'appel de plusieurs professeurs afin de les aider à faire face à des administrateurs prêts à éliminer le français. N'hésitez pas à nous contacter si vous vous trouvez en pareille situation ou si vous connaissez des collègues en difficulté. Surtout je vous prie de ne pas attendre pour faire de la promotion de vos efforts et du travail de vos élèves. Pensez déjà à faire participer vos élèves aux Concours d'affiches et d'essais pour la Semaine du Français (voir page 42) et consultez le site Web pour des idées d'activités promotionnelles et pédagogiques que vous pouvez planifier pour la Semaine du Français du 4 au 10 novembre. Préparez vos élèves pour le Grand Concours au mois de mars. Nommez votre meilleur(e) élève pour un *Outstanding Senior in French Award* (page 17). Organisez, si vous ne l'avez pas encore fait, un chapitre de la Société honoraire de français (pages 15, 36). Profitez de chaque occasion que vous pouvez identifier pour mettre en avant le travail de vos élèves par des concours, des manifestations en dehors de la salle de classe et des événements promotionnels. Plus vous faites parler de vous, plus il sera difficile de s'attaquer à votre programme.

Nous venons d'envoyer à chaque membre de l'AATF un appel à renouveler votre cotisation pour 2010. Plus que jamais, nous avons besoin de vous pour continuer à soutenir les efforts de nos membres. En plus de toutes nos activités habituelles, nous lançons cet automne un *French Language Advocacy Kit*. Un comité, présidé par Margot Steinhart, y travaille depuis presque deux ans. Le *Kit* contient témoignages vidéos, documents modèles et des stratégies pour l'utilisation de ces outils pour la défense de programmes (voir page 48). Vous verrez également dans chaque numéro du *National Bulletin* un des documents produits par ce comité (voir pages 18, 35).

En même temps, nous poursuivons la campagne publicitaire nationale, *The World Speaks French*. Nous continuons à produire et à disséminer des documents, à répondre aux appels et à rechercher des fonds (voir le formulaire à la page 47 pour commander des documents).

Je vous encourage aussi à convaincre au moins un(e) collègue à se joindre à vous comme membre de l'Association. Vous

pouvez payer votre cotisation en ligne sur notre *On-Line Store* ou en renvoyant le formulaire dûment rempli. Nous vous demandons de bien vouloir envoyer votre renouvellement avant le 1^{er} janvier. Nous pouvons économiser jusqu'à 4200\$ par an en frais de poste si tout le monde renouvelle par cette date.

À partir du 1^{er} octobre, nous aurons un stagiaire français au bureau national. Nous remercions vivement le Service culturel de l'Ambassade de France et le Ministère des Affaires étrangères à Paris de nous avoir offert ses services. Thomas Souffland nous aidera à développer des documents pédagogiques et promotionnels et nos ressources Internet.

Grâce à l'enthousiasme de plusieurs membres de la Commission sur la Télématique et les nouvelles Technologies, présidée par Lara Lomicka Anderson (SC), nous lancerons cet automne une page sur Facebook. J'aimerais remercier Sharon Scinicariello, Mark Wolff et Trina Ingebrigtsen qui se sont portés volontaires pour animer cette page.

Nous aurons également un compte Twitter qui a débuté le 1^{er} septembre. Notez que vous pouvez vous y abonner pour recevoir des SMS sur votre téléphone portable ou vous pouvez accéder directement au compte AATF sur [www.twitter.com/AATF]. Nous espérons que ces nouvelles méthodes de communication intéresseraient non seulement des membres de l'AATF mais aussi des élèves et des Francophiles. Les tweets porteront sur des événements francophones dans le monde entier, actualités, événements, dates significatives. Je vous invite à y participer.

Lors de notre réunion annuel, le Conseil d'administration et l'Assemblée des délégués ont confirmé un nouveau rédacteur en chef et rédacteur gérant de la *French Review*. Nous sommes heureux de souhaiter la bienvenue à Edward Ousselin de *Western Washington University*, qui remplacera Christopher Pinet comme rédacteur en chef, et Michel Gueldry du *Monterey Institute for International Studies*, qui remplacera Wynne Wong comme rédacteur gérant. La passation des pouvoirs aura lieu officiellement le 1^{er} juillet 2010, mais les deux équipes travaillent déjà ensemble pour assurer la transition.

Une autre initiative qui a vu le jour à San Jose est la restructuration des régions de l'AATF. Vous pourrez en apprendre davantage à la page 24.

Jayne Abrate
Executive Director
[abrate@siu.edu]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-78 (1927-2006) 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 three 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]. 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].

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].

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

HIGHLIGHTS OF THE AATF ANNUAL CONVENTION IN SAN JOSE

The 83rd annual AATF Convention, July 2-5, 2009 at the Doubletree Hotel in San Jose, California had as its theme, "L'Éducation et ses défis." It actually began a day early with a pre-convention excursion to Monterey, including a visit to the Monterey Institute of International Studies, organized by Michel Gueldry. Nearly 40 teachers spent the day visiting the institute and this charming locale.

The AATF Executive Council spent two days deliberating and doing the Association's business before the convention began. They met on June 30 and July 1. Prior to a working dinner on June 30, the group stuffed the convention bags.

The convention opened officially on Thursday, July 2. AATF President Marie-Christine Koop welcomed attendees, and then she introduced the dignitaries, Pierre-François Mouri-

er, *Consul général de France à San Francisco*, Denis Turcotte, *Délégué du Québec à Los Angeles*, et Jean-Pierre Cuq, *Président de la Fédération internationale des*

Professeurs de Français (FIPF). After their welcoming remarks, Michel Robitaille, *Président-Directeur-Général du Centre de la Francophonie des Amériques* and AATF Honorary Member, gave the plenary address entitled "Pour que rayonne la francophonie

des Amériques." After the opening session, nearly 100 *congressistes* and guests attended the Welcome Luncheon.

Sessions and workshops began in earnest following the luncheon and continued throughout the next two and a half days. Two semi-plenary sessions were organized, one by Jean-Pierre Cuq, President of the FIPF, and the other a round table on *littérature jeunesse*, organized by the Centre de la Francophonie des Amériques, featuring Francophone authors Nicole Cage-Florentiny (Martinique), Martine Noël-Maw (Saskatchewan), Françoise Lepage (Ontario), and Johanne Gaudet, *Directrice général de Communication-Jeunesse*. 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 co-sponsored by the AATF and, as they have for many years, by the Cultural Service of the French Embassy in Washington.



AATF members enjoying the Welcome Luncheon.

In the evening, attendees were treated to a showing of *Entre les murs*, winner of the *Palme d'or* at the Cannes Film Festival. The film was presented by Catherine Pétilion, *Attachée éducative à l'Ambassade de France à Washington*, and new Honor-

ary Member, who also presented a workshop the next day on using the film in the classroom.

Day 2 was a full day of sessions and workshops, many highlighting the theme of the convention. During the lunch break, many members participated in the fifth annual *Dictée* organized by Marie-Simone Pavlovich, herself a finalist in *la Grande Dictée* run by Bernard Pivot. Winners were announced at the beginning of the AATF Delegate Assembly (see page 41). Following a busy day, participants were treated to another film, this time from Quebec. *Babine* was presented by Yanick Godbout, *Directeur des Relations gouvernementales et Affaires publiques à la Délégation du Québec à Los Angeles*.

Guest speakers included Alain Braun, *Université de Mons-Hainaut*, Jean-Pierre Cuq, *Président de la FIPF*, and Manfred Overmann, *Université des Sciences de l'Éducation de Ludwigsburg (Allemagne)*. Other special sessions and meetings included numerous exhibitor and commission sessions, as well as meetings of the National French Contest Administrators and *Société honoraire de français* sponsors (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. In addition to many sessions, there was a morning coffee break in the exhibit hall where lucky attendees won valuable prizes at the exhibitor raffle. The raffle was expertly organized by AATF Vice-President Sister Mary Helen Kashuba with help from fellow Vice-President Steven Daniell as announcer. Be sure to check out the Exhibitor Web page on the AATF Web site at [www.frenchteachers.org] as well as the list of con-



vention sponsors (see page 20).

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council. An important initiative to reorganize the AATF regions was passed (see page 24), and the final portion of the meeting was devoted to break out sessions on leadership, recruitment, and chapter business.



At the Awards Banquet (L. to R.): AATF Past-President Margot Steinhart, Jean-Pierre Cuq, President of the FIPF, AATF President-Elect Ann Sunderland, Executive Director Jayne Abrate, New Honorary Member Yanick Godbout, AATF President Marie-Christine Koop

AATF CERAN Lingua Outstanding Chapter Officer Award which was received by Amy deGraff, President of the Virginia AATF Chapter (see page 12). She will enjoy a one-week stay in one of the CERAN Lingua programs. Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Beth Pierce

(see page 10). The award includes a cash prize, and ISE representative Tanya Gajewski was on hand to make the presentation. We also were delighted to recognize Anne Jensen, Region IX Representative and Local Committee Chair, as well as Local Committee members, Pat



Local Committee Chair Anne Jensen

was magnificent. In short, the 285 participants were able to enjoy 95 sessions and 3 workshops, 25 exhibit booths, numerous guest speakers, and several unique excursions. The AATF would like to thank the staff members who helped make the convention such a success, Administrative Assistant Darla Phoenix and Amy Hanson (who unfortunately had to cancel her participation at the last minute but was instrumental in preparing the convention) who helped us throughout the process of planning and running the convention. AATF staff members were aided in their work by all the members of the Executive Council, the personnel of the Doubletree Hotel, and our now-familiar AV technician Mike Hankins. Finally, the Local Committee worked tirelessly to ensure a memorable convention. The AATF would like to thank the speakers, exhibitors, and sponsors (see page 20) without whom the convention could not have happened.



The American Society for the French Academic Palms held a dinner during the convention.

Nearly 100 members participated in the Awards Banquet (see the complete list of honorees on page 33). Following dinner, we welcomed three new honorary members (see page 34), Felino Martinez Alvarez, Yanick Godbout, and Catherine Pétilion, honored Outstanding National French Contest Administrators, and recognized our outgoing Executive Council members, Region III Representative David Graham, who will finish his second term in December, Christopher Pinet, Editor in Chief of the *French Review*, who will finish his fourth term on June 30, 2010, along with Managing Editor Wynne Wong, who will finish her term at the same time. Among the numerous award recipients were JoAnn Chiet, Rodney Taylor, Barbara Barnett, and Linda Quinn Allen who received the 2009 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 23). This award is sponsored by former AATF Region I Representative and Honorary Member Robert Ludwig who provides a cash award for the recipients which they receive in addition to a year's complimentary membership in the AATF and a one-year subscription to *Le Français dans le monde*. This year, we awarded for the third time, the

Nakashima, Clotilde Gres, Muriel Von Stein, Anne-Marie Lemoine, Helene Chan, Barbara Vinolus, and Jacqui Kandell, whose help was invaluable in making the convention a success.

Those who did not have early departures were able to take advantage of the final half-day of sessions and workshops. The last official activity of the convention was the departure on Sunday of 20 participants on an excursion to San Francisco and California wine country.

The weather



A group of 20 AATF members and their guests visiting San Francisco.

PROFESSIONALISM AT ITS BEST: BECOME A NATIONAL BOARD CERTIFIED TEACHER!

Here are some great reasons to be a National Board certified teacher!

We know that **you are a highly qualified French teacher** or that you have the potential to become a highly qualified teacher. We know that you use background knowledge and cultural knowledge of your students to develop strategies that build toward success. You know the French language and Francophone cultures well. You know what types of language errors may interfere with learning French as a 2nd language. We know you know how to facilitate access for your students to high standards through multiple paths (differentiated instruction). While everyone else is talking about higher standards for our students, you are making it happen.

Now we want you to **be recognized for your excellent work**. National Board Certification is the highest recognition you can have as a teacher. It is the highest symbol of professional teaching excellence. Don't you deserve that recognition?

In addition, students taught by NB certified teachers are more successful. You learn more about your teaching and their learning through the process of obtaining NB certification. Don't **your students deserve the best** you can offer?

Your pursuit of national board certification also helps the French teaching profession strengthen its presence in the educational institutions nationwide. Why is the number of French candidates so much lower than in other certification areas? We want French teachers to make their mark professionally at the national level. We want principals to hire highly qualified French teachers, and that certainly includes Nationally Board Certified Teachers (NBCTs).

As a professional organization, the AATF finds it essential to have members who are teachers recognized with this highest symbol of professional teaching excellence. Help us grow our numbers of highly qualified professionals. It is certainly one of the best professional development opportunities that exist. You can join other AATF teachers today in becoming a candidate for this outstanding recognition. Being a National Board Certified Teacher attests to the fact that **you have been judged by your peers as a French teacher who is accomplished**.

Rewards for being NB certified:

The **rewards for becoming national board certified** make the experience a valuable experience. In addition to **national recognition** and being **authorized and qualified to teach in the many of the 50 states**,

some states reward NBC teachers with a **monetary bonus** to their salary that is good for several years. Although certification through National Board for Professional Teaching Standards (NBPTS) has been open to world language teachers (WLOE) since 2001, the number of French teacher candidates has not grown as substantially as in other certification areas, including WLOE/Spanish.

Why National Board Certification? We know that **quality instruction from highly qualified teachers helps students reach high standards of learning**. NBPTS maintains that "Research demonstrates that quality instruction from highly qualified teachers is important; accomplished teachers help students to reach high standards of learning." In other words, the National Board for Professional Teaching Standards sets our national standards for accomplished teachers and establishes a voluntary system that really works to assess and certify teachers who meet these standards. The standards represent the consensus of professional educators and are recognized as one measure of a highly qualified teacher. And, we want more French teachers to be counted in this group of recognized professionals.

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 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).

Act now! If you are a **secondary French teacher** and have **3-5 years teaching experience** in the classroom, now is the time to consider the NB certification process. If you teach at another level, encourage all your colleagues teaching French in secondary schools to pursue NB certification. If you are an elementary teacher, there will soon be a way for you to become NB certified.

You can do it in one year or take up to three years. 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 redo portions that you need more time for.

Work with a group. It is best to work with a group of teachers supported through a local institution of higher learning. If you live in a rural area or are far from others, become an e-partner with a national board certified AATF teacher, by contacting Steve Dubrow at [Stephen_M_Dubrow@mcpsmd.org]

Comments from one AATF member who contacted Steve this year:

"Steve was so helpful! I am so grateful to have had him review my materials and help me along the way. I know at times I tried his patience, but he was such a helpful resource to me. I couldn't thank him enough. I told him that I would keep him posted on the results."

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. (Last year the Florida Chapter offered scholarships on a first come first serve basis to help teachers who become candidates by the end of September).

Sign up now to become National Board certified. It just takes commitment to showing that you ARE the great teacher you have become.

To learn more... Telephone: 1-800-22 TEACH; Web : [www.nbpts.org] or contact the co-chairs of AATF Commission sub-committee on National Board Certification: Deanna Scheffer [schefferd@episcopalhigh.org] and Steve Dubrow [Stephen_M_Dubrow@mcpsmd.org] , or Commission Chair, Susan Colville-Hall [colvillehall@uakron.edu].



American Association of Teachers of French
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Marie-Christine Koop
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Date

Superintendent
X School District
5 Some Place
Township, New York 11777

Dear Ms./Mr. X,

I have just become aware that, due to difficult financial times, your school district was considering the progressive elimination of the French program. As President of the American Association of Teachers of French, I received this news with dismay.

Indeed, such an action would not be in keeping with the current trend in foreign language enrollment. At the national level, student enrollment is regularly increasing in all languages, including French. A recent survey conducted by the Modern Language Association of America (MLA) showed that French enrollment at U.S. institutions of higher education had increased by 2.3% between 2002 and 2006.¹ According to another national survey conducted in 2007-2008 by the American Council on the Teaching of Foreign Languages (ACTFL), French was listed as the favorite language by high school students nationwide, followed by Italian and then Spanish.²

French is the second foreign language taught in the U.S., behind Spanish. About one third of the vocabulary of English has been borrowed from French. As a result, students who have studied French earn the highest scores on standardized tests (SAT/ACT/GRE/LSAT), a definite advantage for college admission. Eliminating French from the curriculum could only be detrimental to your students.³

Following 9/11, President Bush had allocated substantial funding to the study of foreign languages, study abroad programs, and the training of foreign language teachers. President Obama has also spoken publicly about the importance of speaking foreign languages. A list of languages deemed as critical was developed by the U.S. Department of Defense, and French was among them because it is spoken in countries which have a strategic position.

French is the official language of 28 countries spread over five continents, and the language of the 51 countries which make up the International Organization of French-Speaking Countries (*Francophonie*). French, along with English, is the official working language of the United Nations, UNESCO, NATO, the Organization for Economic Cooperation and Development (OECD), the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, and the Union of International Associations (UIA). French is also the dominant working language at the European Court of Justice, the European Tribunal of First Instance, and the Press Room at the European Commission in Brussels, Belgium.

France is also a European leader in aerospace (Aérospatiale, Ariespace, Airbus...), and most commercial satellites are put into space on French Ariane rockets. The fastest train (TGV) is French. France is the world's third military power (after the U.S. and Russia), and has the world's second largest defense industry. France is the site of the world's first nuclear fusion reactor, the International Thermonuclear Experimental Reactor. It is also a world leader in medical research and genetics. Fiber optics and the microchip were invented by French scientists while the AIDS virus was also discovered by a team of French researchers.

In a listing of international jobs distributed by the U.S. State Department on August 25, 2008: 78 required or preferred French, 27 a UN language (Arabic, Chinese, English, French, Russian, and Spanish), 17 Spanish, 10 Arabic, 5 Russian, 3 German, and 1 Chinese.⁴ Furthermore, French is one of the official languages of Canada, our most important trading partner, and the only official language of the province of Quebec which is our 6th largest trading partner. France has the 6th largest economy in the world and, along with other French-speaking countries, it has always been an important economic partner for the United States. French companies alone have created more than 500,000 jobs for Americans while U.S. companies employ 600,000 people in France. The knowledge of French and the cultures of Francophone countries are therefore important to the United States and New York. Additional information on the importance of French in the world may be found on www.theworldspeaksfrench.org.⁵

Focusing on New York State economics specifically, French is still essential. Indeed, the number one trading partner of the United States is Canada, and the number one trading partner of many states, including New York, is Quebec (whose official language is French).

Here are the 2008 trade figures for New York:

Canada:	\$14,504,000,000
Switzerland:	\$7,932,000,000
France:	\$2,555,000,000
Belgium:	\$3,124,000,000
Total:	\$28,115,000,000

In comparison, New York's trade with China in 2008 was only \$2,350,000,000.⁶

Peterson's Guide to Four-Year Colleges, lists some 1,100 U.S. institutions which offer programs in French or related to French.⁷ These figures clearly show that French is considered not only as an important language, but also as an important discipline in college curricula nationwide. As studies show that students tend to continue in college the study of the language begun in high school, eliminating the French program from your curriculum would deprive your students of being exposed to a language benefiting of a global status, and prevent them from receiving initial training for international careers. Additional information on the importance of French in the world may be found on www.theworldspeaksfrench.com.⁸

In view of the arguments presented above, I sincerely hope that the administration and Board members of X School District will agree on the fact that the situation of French is critical in New York and maintain the French program. Please do not hesitate to contact me should you need additional information.

Sincerely,



Marie-Christine Koop, Ph.D.
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Sources:

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7. Peterson's Guide to Four-Year Colleges. New York: NelNet, updated every year, [www.peterson.com].
8. The French Language Initiative, a project launched by the French Embassy and the American Association of Teachers of French, [www.theworldspeaksfrench.org].

AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and *Hexagone* medals are \$5.25 each. They are 1-inch in diameter, blue, gold, and white *cloisonné* enamel. The other 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.

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity _____ Quantity _____

_____ *L'Hexagone* @ \$6

_____ *Les Armes de Paris* @\$18 or 3 for \$45

Total enclosed: _____

Check the Materials Center (page 38) for other promotional items.

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FUN WITH A GIANT CROSSWORD

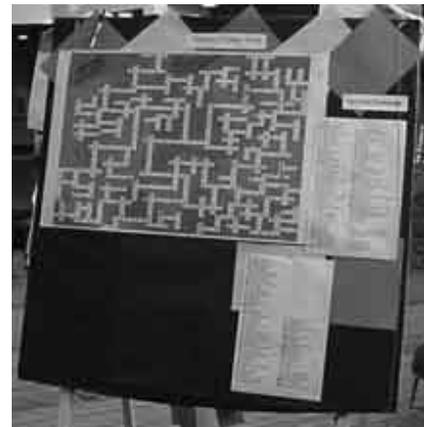
The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any time. This activity is designed to promote French via English-language crossword puzzles.

Directions are included for creating a giant wall-size crossword puzzle that can serve as the focus of a school-wide contest. The words and clues in the puzzle are all related to French and have been found in English-language crossword puzzles. Instructions for organizing a classroom or school competition will be included in the Crossword

Activity Packet along with a one-page version of the puzzle and clues, a teacher's guide analyzing the types of clues found, and an answer key. Also included is another article that has appeared in the *National Bulletin* by Joanne Silver describing a "French in English" contest. The complete packet is free and can be obtained by visiting the AATF Web site at [www.frenchteachers.org].

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Display at Central College, Pella, IA.

REGIONAL REPORTS

REGION IX: PACIFIC

It has been my great pleasure to serve as the Regional Representative to the vast Pacific Region for the past four years. However, this is my last report as Region IX representative because the AATF membership voted to approve the reconfiguration of the AATF regions, effective January 1, 2010 (see page 24). As the new Region VIII Representative (Southwest), I will be saying *au revoir* to my colleagues in Washington, Oregon, Idaho, Montana, and Alaska, but saying *bonjour* to my new colleagues in Utah and New Mexico. The newly formed Region IX (Northwest) will have a new representative who will be elected in November to represent chapters in this region.

Many members of the Northern California, Southern California, and San Diego chapters attended and gave presentations at the California Language Teachers Association (CLTA) conference in Sacramento. This conference was particularly important because the State World Language standards were presented to all foreign language teachers. Linked to the National Standards, the State Standards will provide guidance for teaching for competency at all levels of language.

During this past year chapters in the Pacific region worked energetically to provide worthwhile professional development activities to support their members. Many chapters worked closely with the French Consulates in their areas as well as with their local *Alliance française* and other Francophone organizations to sponsor a variety of events. The *Grand Concours* and FLES* contests continued to be successful thanks to the hard work of the local chapter contest administrators. Our thanks goes out to all contest administrators for their dedication to this important event for students in our chapters.

Submitted by Anne Jensen
Region IX Representative
[annejensen@att.net]

REGION I: GREATER NEW YORK

Each of the chapters in the region was involved in numerous activities, many of which provide information and/or teacher training. The Metropolitan Chapter sponsored a highly successful *Journée Francophone* in conjunction with Baruch College and another event centering around film use in the classroom in conjunction with the *Maison française* of Columbia University. The Nassau and Suffolk Chapters both sponsor poetry contests for members and their students in addition to active participation in the *Grand Concours*. They also awarded several scholarships in the memory

of past AATF members who were active in the promotion of LOTE Language Learning. The Westchester Chapter worked with the local Teacher Center to arrange teacher-training workshops.

La Soirée de Hockey in April attracted more than 800 students, parents, and teachers from the Nassau, Suffolk, and Westchester Chapters. It featured the traditional hockey game between the Montreal Canadiens and the New York Islanders but was highlighted by presentations by officials from the Canadian Consulate and Quebec Government House as well as a post-game meeting with Bruno Gervais and Dan Lacroix.

The Bilingual French Schools in New York City are thriving and have attracted a great deal of attention. On Long Island, however, there has been increasing concern over the elimination of French programs, either due to low enrollment or administrative whim. The AATF Advocacy Packet will be a welcome source of "ammunition" to help programs in need of support.

Fabrice Jaumont, Educational Attaché of the French Embassy, has created a networking site (Ning) (see page 39) called *French in New York* [www.newyorkinfrench.net]. It is a valuable resource and forum for teachers and Francophiles alike, providing information about events and Groups that cover all areas of interest.

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

2009 ISE LANGUAGE MATTERS AWARD



Beth Pierce is the 2009 AATF/ISE Language Matters Award Winner. Beth teaches French at Columbia High School (MS). Throughout her 26 years in the classroom, Beth has taught all levels of French, including AP French Language and Literature. She also

designed a program within her school district where her advanced French students teach French to third graders.

In 2007, Beth and a colleague from Étampes, France, began an exchange between their two high schools. During this exchange, students stay in the homes of their pen pals, go to school with them, and get to know their counterpart's culture first hand.

Beth is the recipient of several awards, including the Mississippi Economic Council's Star Teacher Award, AATF *Professeur du lauréat*, and the Alan R. Barton Excellence in Teaching Award. She is the sponsor of Columbia High School's chapter of the *Société honoraire de français*.

Beth holds degrees from Stephens College in Columbia, Missouri, and from the University of Southern Mississippi.

◆=National Board Certified



2009 AATF SUMMER SCHOLARSHIP WINNERS

UNIVERSITÉ MCGILL:

GOVERNEMENT DU QUÉBEC:

Anne Huestis (Houston)
Elizabeth Appleby (Georgia)
Barbara Brousseau (Alabama)
John Fields, Jr. (Florida)
Georgia Geerlings (North Texas)
Daniel Huntley (New Hampshire)
Margaret Laboe (Minnesota)
Claire Leatham (Rhode Island)
Heather McNeil (NC)
Catherine Meissner (Washington)
Michele Meikle (Greater Kansas City)
Monica Muñoz de Rivera (Florida)
Lola Haveman (South Carolina)
Cristina Sturm (Minnesota)
Alexis Thornton (NY)
Laurie Yera Parker (New Jersey)

FRANCE:

COMMUNAUTÉ FRANÇAISE DE BELGIQUE:

Sheri Forbes Pea (Indiana)
Brandi Prunte (Greater Kansas City)

WALTER JENSEN STUDENT SCHOLARSHIP:

Ryan Campbell (MO)

LANGUAGES IN 2020

It was 1972 at the State University of New York at Cortland when Terry Caccavale walked into that Survey of French Literature course. French was her major, and she studied the language throughout high school. But on that first day of class, when Professor Catherine Porter opened her mouth, Caccavale couldn't believe her ears.

"I will be conducting this class all in French," Caccavale recalls Porter saying. "Don't bother to write notes in English. Just write what you hear and make sense of it. This will be a journey, and we'll all get through it together."

Caccavale sat speechless with about 15 other French majors in that classroom.

"We were all afraid to death of going through with this course," Caccavale said. But as the semester progressed, Caccavale realized that she was mastering the language easier than ever before.

At the time, Porter's French class was rare. Based on programs that started in Canada in the 1960s, total immersion classes thrust students into a new world of learning where everything is done in the target language.

Experts say that knowing and understanding other languages and cultures will be not only beneficial, but critical as the world shifts into a global society. This puts education institutions in a pivotal position to prepare tomorrow's leaders with the tools needed for communication.

In colleges and universities, the study of languages other than English has been steadily climbing since 1998, and increased by 12.9 percent from 2002 to 2006, according to a 2006 survey by the Modern Language Association (MLA). The big three—Spanish, French and German—represent more than 70 percent of those enrollments. But other languages have seen serious growth in that four-year period, specifically Arabic (up 127 percent) and Chinese (up 51 percent), according to the survey.

This trend matches the prediction that people will need to be bilingual or multilingual to succeed in this new economy. But with so many out there, which language should people focus on today to prepare for tomorrow?

"I just don't think we can predict that there will be one language that we need to know," said Marty Abbott, director of education for the American Council on the Teaching of Foreign Languages. "I think it's important that as a country, we start to put value in growing these multilingual citizens."

Between the lines

There are 6,000 to 7,000 languages in the world, and many predict that more than half will perish in the 21st century. Lan-

guages are dying daily due to globalization, oppressive governments and natural disasters that are wiping out small communities, according to David Crystal, a linguist who lives in Holyhead, North Wales, and wrote numerous books, including "The Future of Language."

In the past, Abbott said, American schools tended to focus on languages of the moment. In the 1960s after the launch of Sputnik, she said, Russian programs started popping up. The same thing happened to Japanese in the '80s when Japan's economy was strong. Now, she said, there is a similar move as a result of the Chinese economy.

"We have a history of learning languages where we think there's an economic or political threat coming down the road," Abbott said.

But on many college campuses, there are efforts to internationalize curriculums. More students are studying abroad and receiving government scholarships so that they are prepared to meet the demands of a global economy, Abbott said.

"It doesn't matter what job you have," she said. "In order to truly communicate with someone, you need to be doing it in their language. If we expect to sell our products abroad, the language of the customer is the language we need to be speaking."

Of the thousands of languages in the world, most of them have never been written. Rather than prepare students for a global language, K. David Harrison, associate professor of linguistics at Swarthmore College, teaches them about some of the smallest, most endangered languages.

"I understand that people want to learn the big languages to advance themselves and have access to the global economy," he said. "But if people feel like they have to give up a small language to learn a big language, I think that's incorrect."

Bilingualism is the normal state of affairs in the world, he said, but America still "lives in a bit of a bubble" with many believing that only English matters.

"We have to make multilingualism seem like the norm, something more valued," he said, adding that some endangered languages such as Hawaiian have been successfully revitalized with immersion programs. He also said he believes the same would work for learning big global languages, so long as students also study the smaller ones.

"We shouldn't just say those little languages don't have anything important in them," Harrison said. "We're closing ourselves off from pathways of thought that might be good for us, that might help us figure out how to live in this world. We live in an information society, so we shouldn't dis-

card it."

The mind of a child

In 1979, a few years after finishing Porter's class, Caccavale launched a French Immersion Program in Holliston, Mass., with one kindergarten class of 27 students. Now she is the K-12 foreign language specialist for Holliston Public Schools and has worked in immersion learning for the past 30 years.

Still, total immersion classes have yet to expand nationwide, mainly due to a limited public awareness and the fact that some local officials see foreign language classes as expendable, said Porter, who is now president of the MLA.

Advocates cite reports that say learning a foreign language enhances a child's cognitive abilities. And studies have shown that foreign language learning increases critical-thinking skills, creativity and flexibility of the mind in young children, Caccavale said.

"The argument in favor of early language learning should not be based upon the apparent benefits of learning one particular language," she said. "The better argument is that children should learn any second language while they are children."

Even with the current interest in Arabic and Chinese, Porter agreed, saying, "Once they master a second language, they can become confident language learners and can pick a new language later if a need arises."

Adults, on the other hand, have a more difficult time learning a second language. Many of them lack the motivation because they believe it is too hard, Porter said. But in this century, experts say, certain technological advances have made it easier than ever to become bilingual.

A global connection

When it comes to the expansion of language, Crystal said that the Internet has been "revolutionary." In 1995, 90 percent of the Web was in English, and in 2000, the number dropped to 75 percent. By 2003, he said, there were more hosts in languages other than English.

China's Internet users rose to 298 million—almost the population of the United States—by the end of 2008, and make up the world's largest online population, according to a recent China Internet Network Information Center report.

"The balance of languages online will soon reflect the balance of languages in the real world," Crystal said.

Web 2.0 has been instrumental for connecting cultures across the globe. Learners have access to podcasts, videos, news-cast, chat rooms and blogs worldwide, which give them exposure to languages and cultures beyond the classroom.

"The convergence of language and technology allows second-language learners to access portals leading to new worlds and new cultures," said Caccavale, adding that one of the teachers in her district's Chinese program uses streaming video to show media clips to students.

Despite the argument that the Web will help usher one universal language, the technology promotes linguistic diversity, just as printing and broadcasting did, Crystal said.

"There is a proliferation of new varieties of language," he continued, "adding eventually to language's expressive richness."

In the future, Crystal said he believes that across the globe, the big languages will split and converge into two levels: One will be an international standard and the other will exist in pockets as variations that express local identities. New technology such as the Internet will contribute to the levels, allowing the standard to reach more people.

"But it's too soon to make long-term predictions," Crystal said. "The whole business has been with us for less than a generation—an eye-blink in the history of language."

This story is from *Converge* magazine's Spring 2009 *Mixed & Mashed* issue, Russell Nichols, 2009 ©, *Converge* magazine; reprinted with permission.

2010 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week (minimum) study program in a French-speaking country during summer 2010. Each scholarship of \$2500 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is **January 20, 2010**. To qualify, the student must be a junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Since the application must be endorsed by a member of ASFAP before its submission, teachers and applicants who need a reference should request this information early. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Joyce Beckwith at [mmejoyb@aol.com].

2009 AATF OUTSTANDING CHAPTER OFFICER AWARD

Amy deGraff, Professor of French at Randolph-Macon College, has long served the AATF Virginia Chapter through her work first on the Executive Council, then as Vice-President, and currently as Co-President with Françoise Watts. She attributes her success to the work of her co-president and to a dynamic, creative,



and enthusiastic board which has sought to make French visible and provide resources and support to teachers of French throughout Virginia. Dr. deGraff has knocked on many doors to find funding for various projects. She has worked collaboratively with the Virginia Department of Education, with the Foreign Language Association of Virginia (FLAVA), and with colleges and universities to make possible a number of important initiatives. With members of the board she organized a number of immersion weekends for high school teachers which were funded by federal grants obtained by the Specialist for Foreign Languages of the Virginia Department of Education. Serving on the board of the FLAVA has allowed her to advocate for French and to encourage the offering of a number of quality conference sessions and workshops under the AATF rubric. She also sought funding from Randolph-Macon College where she teaches and from other colleges and universities to make possible the visits of young French filmmakers to Virginia high schools, colleges, and universities. With these funds, over the past six years the board has been able to create a *tournée* of sorts so that the French directors could show their film shorts and talk about their work at Virginia schools and at the annual meeting of the Virginia Chapter. Under her leadership, a committee of board members is now working on developing pedagogical tools to accompany the film shorts the Chapter has shown with a view to making some of the films and teaching tools available to AATF members. There are more initiatives on the horizon.

Dr. deGraff, who was also named *Chevalier dans l'Ordre des Palmes académiques* by the French government in 2008, is deeply honored to have received the Outstanding Chapter Officer Award from the AATF. This kind of professional recognition from a highly prestigious organization which does so much to support the teaching of French both around the U.S. and the world is truly remarkable. Also, as she says, it is

wonderful to be rewarded for doing what you love.

This award is sponsored by CERAN Lingua, and the honoree receives a one-week linguistic immersion stay at one of CERAN's schools.



CERAN LINGUA
UNITED STATES

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, 2010 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 2010, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them. The lists must be current and must contain specifically French teachers.

Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

CHAPTER NEWS

HAWAII CHAPTER

Teachers in Hawaii had the opportunity to participate in a workshop on teaching French with radio, "Enseigner le français avec la radio," sponsored by *Radio France Internationale* and the French Consulate of San Francisco at the University of Hawaii. The Chapter also sponsored a workshop with two unique presentations. Professor Matthew Lauzon presented the topic, "Le mythe de la légèreté française," and Kathryn Klingebiel presented "Got Grammar?"

Submitted by Anne Jensen
Region IX Representative

HOUSTON CHAPTER

New chapter officers: President, Georges Detiveaux; Vice-President, Roya McArthur; Secretary, David Timms; Treasurer, Gerri Manlove; Historian, Rolande Leguillon; National French Contest Administrator, Ann Clogan. The contact information for these officers is on the Web site [<http://aathouston.blogspot.com>]. The fall meeting was held in conjunction with the Texas Foreign Language Association. The main topic was new practices and processes for students and teachers participating in the National French Contest.

Other topics discussed: (1) placement of students visiting from France through the ORCA program; (2) the importance of participation in the Texas French Symposium. For more information on this event check out [<http://texasfrenchsymposium.org>]. The spring meeting was held at the *Alliance française de Houston* where two students from the ORCA scholarship program reported on their experiences. Also, Marie Maurannes, *Attachée culturelle adjointe au Consulat de Houston* discussed events planned to celebrate the French Cultures Festival in March. Georges Detiveaux presented plans for the Chapter's participation in the festival which included a professional development event for high school and college teachers of French, history, and sociology entitled "Teaching the Holocaust: *La France, la Shoah et la deuxième Guerre mondiale*," to be led by Eileen Angelini. For more information check the Web site [cyfair.lonestar.edu/aatfevent]. Toby Freeman was named *chevalier dans l'Ordre des Palmes académiques*.

METROPOLITAN NEW YORK CHAPTER

Members of the Chapter board ran an AATF membership table at the NYCAFLT-UFT Conference at UFT Headquarters in Manhattan. Polly Rimer-Duke also gave a session at this conference titled "Using Audacity, Moodle, Activities and Games to Ensure Student Oral Proficiency in the French Classroom." Joyce Monroe gave a work-

shop on *Quebec*: "400 years, history, music and culture."

Our first major production of the year was the annual conference at Columbia University's *Maison Française* jointly sponsored by the Chapter. This year, the conference focused on using film in the French classroom.

Highlights included presentations by faculty from the French Department at Columbia University:

- «Qu'est-ce que le cinéma français?» Philip C. Watts
- «Francophone Films in the Classroom», Marie-Hélène Koffi-Tessio
- «Lire et voir *Peresépolis* en classe: du texte à l'image», Heidi Holst-Knudsen
- «Making Videos For and With Your Students», Pascale Hubert-Leibler
- «Les Classes bilingues dans les écoles publiques de New York: un avenir prometteur», Fabrice Jaumont, Ambassade de France

In addition to the Columbia conference, we organized a very successful *Journée francophone* at Baruch College. Our guest speaker, Jean-Denis Côté, was funny, charming, and wonderfully descriptive of both *Québécois* literature and culture. He read from a few of his children's books and sold many of them to members of the audience after his talk. The remaining speakers were very helpful to younger teachers; their presentations were lively, informative, and technologically progressive. They were:

- «Le langage des droits de l'homme: invention franco-américaine?», Diane Paravazian, Saint John's University
- «L'Intégration des droits de l'homme à l'apprentissage de la langue française», Harriet Saxon et Josée Dufour, Montclair State University (NJ)
- «Audacity, Moodle, et d'autres logiciels, activités et jeux gratuits qui garantissent la compétence orale de nos étudiants», Polly Rimer Duke, Friends Academy (NY).

Following the *Journée francophone*, Chapter board member Harriet Saxon organized an immersion day for the Foreign Language Educators of New Jersey (FLENJ) sponsored by *le Service Culturel de l'Ambassade de France, la Délégation générale du Québec, l'Organisation internationale de la Francophonie*, as well as *la Maison de la France, le Bureau du Tourisme de la Martinique, France Presse-France Amérique, France Today Magazine* and *France Guide*. Several members of the board participated in the event, including Diane Paravazian and Marielle Courtois-Karp. Dr. Rimer-Duke gave a workshop that day titled «Audacity, Powerpoint &

Photostory: Trois logiciels qui soutiennent la compétence orale de nos étudiants ainsi que leur compréhension plus profonde de la culture française».

In addition to these conferences, board member and second Vice-President Debra Popkin organized two different guest writer visits to Baruch College. The first was a seminar with Joel DesRosiers, a Haitian poet from Quebec. The second was another seminar with Régine Robin, *Québécois* novelist and professor of sociology. Following both events, audience members were invited for a *table française* at a nearby French restaurant.

Finally, the Chapter sponsored two *Distribution des prix*.

Submitted by
Polly Rimer Duke
Recording Secretary

MONTANA CHAPTER

Claudia Boddy, French teacher at Chief Joseph Middle School, reported that she is working hard to keep French alive in her school. She travels every spring to Europe with the Spanish and German teachers. Montana has also been promoting a project called "Indian Education For All," and Claudia hopes to bring the indigenous people of the area into French and connect to Canada. She has also found a contact teacher in a Moroccan high school and plans to set up pen pals next year for her students. French teachers connect with each other at state teachers' conferences.

Submitted by Anne Jensen
Region IX Representative

NASSAU, NEW YORK CHAPTER

Activities

- National French Week was celebrated with festivities galore including *petits déjeuners à la française*, poster contests, games, films, etc.
- A dinner at a French restaurant to celebrate National French Week afforded the many enthusiastic attendees opportunities to speak French, to enjoy a fine meal, and to share new ideas.
- Le Grand Concours* attracted 1,619 students, representing the third consecutive year of increased enrollment for our chapter. Students earning National recognition numbered 119.
- La Soirée de hockey* was attended by more than 800 students, parents, and teachers from Nassau and Suffolk counties. Officials from the Canadian Consulate and the Quebec Government House addressed the audience. There was a Q & A session afterwards with one of the Islanders' *québécois* players.

- e. Hundreds of students competed in original poetry and in recitation in the Aline C. Desbonnet Poetry Contest. Engraved plaques were presented for permanent display in the winners' schools. All students, First Place through Honorable Mention, were awarded "glowing" pens inscribed with these words: "AATF Concours de Poésie 2009... La poésie est l'âme du langage."
- f. *La Distribution des prix*, held at the Herricks Middle School, was a highlight on our calendar of annual events. We were able to congratulate National French Contest winners in person and to thank their parents and teachers. Generous monetary awards were given to our top winners. Plaques, "glowing" pens, dictionaries, thumb drives, and certificates as well as the Francine Johnston and the Joan Feindler Memorial Awards were presented. Guest speakers were Madeline Turan, Region I Representative, ardent supporter and friend and Emmanuel Laine, Vice-President in charge of educational matters for FIAF, who said in a letter he wrote to us afterwards, "J'ai été ravi de participer à la remise des prix du grand concours de l'AATF, belle cérémonie, impressionnante, et efficace. Bravo pour votre énergie!" This year, there was a three-way tie for first place in level 5A by students of Mary Ann Schwartz, Melanie Chang, and Susan Salzman. Each student received a gift certificate for lunch for two at a French restaurant, a tour of the kitchen, and an autographed cookbook.

Chapter Awards

- a. Honorable Mention: 21st in the nation with 1,619 students participating. Contest Administrator: Tom Coleman.
- b. FLES* Laureates for 2009 were students of Tom Coleman.
- c. The Cultural Service of the French Embassy and the French-American Chamber of Commerce, in cooperation with the French-American Foundation and the French Institute *Alliance Française* sponsored an essay competition with the award ceremony. Deana Schiffer represented the chapter at this event.
- d. Giedre Kumpikas, former National French Contest Administrator for the Chapter, won the Platinum Remi Award at the 42nd Worldfest-Houston for her film entitled, *Wings to Remember*, in the category of Biography/Autobiography. There were film makers from 33 countries and 4200 entries. In her own words, "I met some film makers from

France and Germany. *Tout à fait extraordinaire!*"

Future Plans

- a. *Lavender Outing* to Marion, Long Island on September 12th. Luncheon followed by a tour of the planting fields
- b. A fall get-acquainted and share ideas dinner for National French Week
- c. Continuing work on Chapter Web site
- d. Participating in the AATF Advocacy Program
- e. Promoting our membership recruitment initiatives
- f. Furthering connections to FIAF: workshops, cinema, concerts, etc.
- g. Moving forward on joint ventures with AATSP

Submitted by Deana Schiffer
Chapter President

NORTHERN CALIFORNIA CHAPTER

The highlight this year for our region was hosting the AATF annual convention in San Jose. The Chapter worked closely with national headquarters to provide a convention that was stimulating and enjoyable to all. Convention attendees appreciated the beauty of the location, the proximity to San Francisco and Monterey, and the wonderful weather. Thanks to Michel Gueldry, Monterey Institute for International Studies, for arranging the outstanding pre-convention excursion to Monterey. Thanks to the chapter executive council (Barbara Vinolus, Clotilde Gres, Hélène Chan, Muriel Von Stein, Anne Marie Lemoine, Pat Nakashima, and Jacqui Kandell) for their help with initial planning, hospitality table, registration, and decorations for the banquet. We were proud to host the convention this year and to welcome AATF members from all over the country to our chapter.

The Chapter also sponsored a number of events for its members. Tim Mooney brought his production of *Moliere Than Thou* to Palo Alto for a performance attended by students, teachers, and parents. In February many members attended the all-day workshop, "Allons en Belgique," held at Stanford University. The purpose of this workshop was to share information on Belgium for those members who could not attend the 2008 Liege convention. Anne Jensen and Hélène Chan prepared a PowerPoint available on the Chapter Web site with facts and information about Belgian history, languages spoken, cultural differences, and other little-known facts. Jean-Marie Apostolides, Stanford University, gave a fascinating presentation entitled, "Tintin et son esprit belge." Muriel von Stein, Homestead High School, explained how to teach a novel by Georges Simenon, "*L'Affaire de Saint Fiacre*," to an advanced French class. Barbara Vinolus, Cupertino High School, led teachers through a Belgian beer and cheese

tasting. The day ended with a presentation on the music of Jacques Brel by Flora Djenadi, *attachée linguistique adjointe*, from the San Francisco French Consulate. Our Chapter has benefited greatly from the services of Flora Djenadi who left the Consulate in May, and from Jean-François Questin, who retired in August.

Pat Nakashima, has recently been named *chevalier dans l'Ordre des Palmes académiques* and will be decorated at a ceremony in October 2009. We look forward to honoring Pat for all her contributions to the French teaching profession.

Submitted by Anne Jensen
Region IX Representative

SAN DIEGO CHAPTER

French teachers in San Diego collaborated with the *Alliance française* of San Diego to provide a workshop for their members on teaching with *Radio France Internationale*. Instructors Mathilde Landier, *Service Langue française de Radio France Internationale*, and Didier Rousselière, *Attaché des Alliances françaises de la Californie du sud*, provided participants with a wealth of pedagogical information for using radio broadcasts with their classes.

The *Théâtre français de San Diego State University* presented *L'Impromptu de Théophile*, a medieval miracle play reinterpreted for the post-modern world. This play was sponsored by the French and Francophone Studies Department at San Diego State.

Students who were National French Contest winners celebrated with their teachers and parents at the annual awards ceremony.

Submitted by Anne Jensen
Region I Representative

SOUTHERN CALIFORNIA CHAPTER

French teachers in the Chapter continue to be very active and work closely with the *Alliance française* of Pasadena. Members attended an exciting workshop where they heard two presentations. Emmanuelle Remy-Riley, Cal State Los Angeles, gave a presentation entitled "Quelques bonbons français," an opportunity to discover the origin, history, and ingredients of special candies from France. The PowerPoint is available on the Chapter Web site. Jacki Williams-Jones, Flintridge Prep High School, gave a presentation on Photo Genesis, using language through photo journals. Participants learned ways to help students write stories by using their own photos. The French Consulate of Los Angeles provided pedagogical materials for members attending the workshop.

The Los Angeles Clippers invited AATF members to bring their students to French Heritage Night. Students and teachers had the opportunity to watch basketball and enjoy a pre-game mixer with refreshments.

Everyone received a commemorative French Heritage Night T-shirt.

Submitted by Anne Jensen
Region IX Representative

SUFFOLK, NEW YORK CHAPTER

Several activities took place, allowing members to enhance their French language skills and satisfy their desire to learn about the Francophone world.

- Beginning-of-the-year general meeting as a "social hour." This was the fourth year of our Meet-and-Greet event, and it was well attended.
- Annual *Concours de Poésie* took place at Ward Melville High School. The *Concours* comprises both a recitation of classic French poetry as well as the creation of original poetry by students in grades 7-12. We extend our thanks to the many judges who gave of their time judging these submissions and recitations, and to Melissa Ransford, our Poetry Contest Administrator. *Chapeaux à tous!*
- In April, in conjunction with the Nassau, Westchester, and Metropolitan Chapters, participated in French Students' Night with the New York Islanders hockey team. Teachers, their students, and families were treated to a pre-game presentation by the Canadian Consulate, followed by an exciting match between the Islanders and the Montreal Canadiens. A post-game player appearance by Bruno Gervais and Coach Dan Lacroix rounded out our evening.
- National French Contest was again held in each individual school, directed by personnel outside the various language departments. It was evident that the day was a success due to a great deal of planning and serious forethought under the expert direction and organization of our new *Grand Concours* Administrators, Brooke Prestano and Laura Martin, with the assistance of AnnMarie Allen. Enrollment in the *Grand Concours* remained strong.
- The *Distribution des Prix* where we were honored by the presence of Fabrice Jaumont, Education Attaché of the Cultural Service of the French Embassy in New York City.
- We awarded the eighth annual Kathleen Ann Lyons Memorial Scholarship for Excellence in the Study of French Language and Culture to a very worthy student. Victoria Pilger, a student of Géralde Eikenaar-Klang, is a senior at Walt Whitman High School. Victoria will begin her college studies this fall at McGill University and plans

to major in International Law.

- Our final event of the year was our spring meeting. Special guests were representatives from *Organisme Séjours Educatifs Français (OSEF)*, Mathieu Bourdet and Mélissa Bourdeau, who along with Chairwoman and Director Christine Lenfert, organize and coordinate individual student exchanges. We thank our local OSEF representative, Laura Martin, who arranged for OSEF members to visit our region so that we were able to talk with them about building opportunities to engage students with young people in the Francophone World.
- Finally, we would like to congratulate Jo Ann Chiet who has just received the AATF FLES* Teacher of the Year Award. *Félicitations Jo Ann!*

Submitted by Sarah Jourdain
Chapter President

WASHINGTON/ BRITISH COLUMBIA/ ALASKA/ALBERTA CHAPTER

French teachers from all over Washington state, Alaska, British Columbia, and Alberta participated in many innovative and motivating activities for their students, from the annual poetry contest in Alaska to *cercles de lectures* and films in Seattle, immersion camp weekends, special guests in the classroom, student exchange programs and the *Grand Concours*, whose new administrator is Catherine Meissner [cmeissner@mv.k12.wa.us].

The Chapter was very active during the Washington Association of Foreign Language Teachers (WAFLT) conference in Bellingham and will be present in October again for the annual conference in Spokane. A special workshop on Technology presented by Catherine Meissner attracted not only French teachers but all World Language teachers. She has been instrumental in reviving the Chapter Web site and making many resources available to teachers. Catherine was awarded a scholarship to study in Quebec and will receive the creative technology award this fall from the Washington Association of Foreign Language Teachers (WAFLT).

The Canadian Studies Center of the University of Washington presented their 5th annual Quebec workshop. Especially important this year was *culture, politique et diversité du Québec comme sources d'inspiration dans la didactique de la langue française*.

Alberta representative John Robin Allen has developed a wonderful program called *Montaigne* to help teachers correct their students' homework, especially essays and track their progress. Professor Allen can be contacted at [allen@cc.umanitoba.ca].

Earlier this year, chapter members were saddened by the death of a longtime member and friend Frances Nostrand, who along with her late husband Howard Nostrand, had given so much to the teaching and research fields. Both were such an inspiration to French teachers all over the U.S. and abroad by their incredible contributions to the French language and culture.

Submitted by Anne Jensen
Region IX Representative

WESTCHESTER, NEW YORK CHAPTER

This year, our main activity was to hold two separate prize ceremonies for the *Grand Concours*. The first ceremony was for levels FLES* through level I. It was held at Rye Country Day School, and Norma Mabry organized a wonderful ceremony. Our second ceremony was held at Harrison High School and organized by Susie Michel and Beatrice Spinali and Laura Cantor. Prizes were gift certificates to local French eateries—a win-win for both the winners and for the businesses. Our top prize winners for level 5 (we had two) received an \$800 voucher good for the purchase of a plane ticket to a French-speaking country.

In conjunction with the Teacher Center in Westchester, we organized several teacher-training workshops.

In October, Éric Vincent will be returning for a concert to be held at Rye High School.

Submitted by Sophie Kent
Chapter President

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: [hkt0718@louisiana.edu] or from the AATF Web site at [www.frenchteachers.org].

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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. Also available through the on-line store.

La France divisée (DVD with French, English, and no subtitles) _____ copy (ies)

\$25 (members)/\$30 (nonmembers)

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

\$5 (members)/\$6 (nonmembers)

Total enclosed _____

_____ Check enclosed. Make check payable to AATF.

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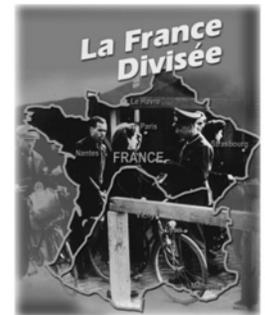
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AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level.

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

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

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store.

MEMBERS' NOTES

Myrna Delson-Karan, former AATF Region I Representative, has received a Vision 20/20 Award from the Association for Canadian Studies in the U.S. (ACSUS). This award is given to individuals who have made major contributions to the development of ACSUS and Canadian Studies in the U.S. over the last decades. Also her essay entitled "Portraits of Children and Adolescents in the Works of Gabrielle Roy," has appeared in a recent volume edited by Debra Popkin: *Francophone Women Coming of Age: Memoirs of Childhood and Adolescence from France, Africa, Quebec and the Caribbean*. This is an excellent text for courses in Francophone Literature, published by the Cambridge Scholars Press, ISBN: 1847183220.

At a reception at the Philadelphia Art Alliance, **Joanne Shoestock Silver** was decorated *Chevalier dans l'Ordre des Palmes académiques* by His Excellency Pierre Vimont, Ambassador of France to the U.S. Ambassador Vimont was accompanied by *Attachée éducative* Catherine Pétilion.

Guests included the Honorary Consul of France to Philadelphia, Michael Scullin; AATF Regional Representative Alice Cataldi;

Director of France-Philadelphie, Danièle Thomas Easton; President Diana Regan and Executive Director Martine Chauvet of the *Alliance française de Philadelphie*; Beach Lloyd Publishers' authors from France, Canada, and Pennsylvania.

A retired French teacher, Joanne is active in numerous Franco-American organizations and founded Beach Lloyd Publishers, LLC, whose mission is to recognize the ties between France and the U.S. and to view those shared ideals globally. BLP memoirs



From L to R: Sister Mary Helen Kashuba, Marilyn Conwell, Barbara Barnett, Joanne Silver, Ambassador Pierre Vimont, Diana Regan, Alice Cataldi.

of World War II and the books *Philadelphie à la française: La Présence culturelle et historique des Français dans la vallée du Delaware* and its English edition bear witness to these ties.



AATF COOKBOOK: CUISINER ET APPRENDRE LE FRANÇAIS



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

Name: _____

Address: _____

City, State, Zip _____

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

INTERDEPARTMENTAL COOPERATION FOR NATIONAL FRENCH WEEK

A number of years ago, when we were planning our first National French Week observances, I decided to ask our principal for permission to address the department chairs at their monthly meeting. I wanted to see if they would be willing to assist with our plans to celebrate French culture, history, and everything French during that week.

This needed to be done early in the year so that they could plan ahead. They were enthusiastic, agreeing that this was a good idea, and appreciated the list of suggestions I gave them. They thought that this was something that they could weave into their lessons.

When I checked later with my students, they said that indeed their other teachers had done something during National French Week. Of course, I sent a thank you letter to the school newspaper and a report on our activities to the district publicist. We raised our profile in the school that year and continued to do so every year thereafter.

National French Week - Suggested lesson topics for department chairs:

Art (architecture, painting, sculpture)

Cave paintings (Chauvet, Lascaux)
Cro-Magnon sculpture, megaliths
Classical
Neo-classical
Renaissance
Baroque
Impressionism, Post-impressionism
Fauvism
Cubism
Surrealism
Expressionism

Athletics and sports

Pétanque (Boules)
Cycling (*Tour de France*)
Tennis (French Open)
Soccer (World Cup)
Rugby
Skiing
Car racing (*Grand Prix*)
Olympic Games (Revived in 1894 by Pierre Fredi, Baron de Coubertin)

Business

Advertising
Aeronautics and defense industries
Automotive
Banking
Design
Electronics
Fashion
Hotel, food service
Perfume
Publishing
Research and Development
Telecommunications, satellites
Transportation
Wine

Some companies doing business in the U.S.:

Accor
Acela
Aérospatiale
Air France
Airbus
Alcatel
Aventis Pharmaceuticals
BIC
BNP-Paribas
Danone
Decaux
Hachette
LVMH (Louis Vuitton)
Michelin
Pernod-Ricard
Renault, Peugeot, Citroën
Sodexo
Vivendi Universal

Cafeteria (Give suggestions for menu items during French Week, such as

Baguette sandwiches
Beef Burgundy
Chocolat chaud
Crêpes
Croissant sandwiches
Mousse au chocolat
Omelettes
Quiche
Salade niçoise

English

Chansons de geste
Romans courtois
Fabliaux, fables
Ballades, rondeaux
Fairy tales
Poems
Letters
Essays
Plays
Songs
Novels

Home Economics

Cooking: French recipes and techniques, Restaurant and food service
Sewing: Fashion design, *Haute Couture*

Mathematics

Metric system (1790)
Pascal
Ampère
Binet
Bougainville
Coulomb
Descartes
Fermat
Foucault

Music

Gregorian chant
Early polyphony
Medieval troubadours and *trouvères*

14th century *Ars Nova* (musical notation)
Renaissance
Ballet (17th–19th century)
Baroque
Classical
Impressionist
Neo-classical
Modern

Science and Technology

Blood transfusions – 1625
Automobile - 1769
Food preservation methods – 1810
Stethoscope – 1819
Sewing machine – 1830
Photography – 1839
Gasoline engine – 1860
Pasteurization – 1862
Motion picture projection – 1894
Aqua lung – 1943
Ramjet – 1949
Fiber optics
HDTV
Aids virus identification – 1983
High speed trains
Human Genome Project
Aerospace and aviation technology
Telecommunications innovations

Pat Olderr

Formerly of Hinsdale South High School
Darien, IL

[patolderr@yahoo.com]

CONGRÈS DE PHILADELPHIE

Submit your proposals on-line by
December 15, 2009 at
[www.frenchteachers.org].

LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

- ✓ All AATF materials are available in our On-Line Store at www.frenchteachers.org
- ✓ A printable color catalogue of all materials is now on-line as well.
- ✓ Orders can be mailed, faxed, or completed on-line!

USING A WIKI TO ADVANCE THE FRENCH LANGUAGE ADVOCACY KIT

If you are looking for a way to work collaboratively with colleagues or other people but can't meet in person often enough—or at all—consider using a *wiki*, or collaborative writing site. This on-line technology can facilitate group work on projects from simple to complex, as the group of colleagues putting together the French Language Advocacy Kit discovered recently. What worked for that group on a large scale, with many documents and participants, can work for teachers or parents working on local advocacy (or other) projects on a smaller scale.

The French Language Advocacy Kit project began to involve large numbers of participants in April 2008, when a group of over 50 people gathered at the French Consulate in Chicago to discuss ways in which we could more effectively advocate for French programs in schools and universities.

Present at this gathering were supporters of French-language programs at all educational levels from several Midwest states, convened by Margot Steinhart, Past President of the AATF, along with Eileen Walvoord, President of the Chicago/Northern Illinois Chapter; Todd Bowen, Past President of the Illinois Council on the Teaching of Foreign Languages; Catherine Pétilion, Attaché for Educational Affairs of the Embassy of France to the U.S.; and Anne-Emmanuelle Grossi, Education Attaché of the French Cultural Service of Chicago.

The goal was to discuss what resources, tools, and information would be needed for teachers and other advocates of French to move forward boldly in support of French programs—a project that would eventually be named the French Language Advocacy Kit.

In an article in the April 2009 *National Bulletin*, Margot Steinhart discusses the genesis of this advocacy project and the ways in which a large number of dedicated individuals and groups have participated in bringing it to reality since that first meeting.

On that April day in 2008, there was a lively discussion of what kinds of materials needed to be developed and made available to teachers and other advocates for French programs. The ideas were many, the voices were enthusiastic, and the need was clear.

Working Collaboratively

It became obvious that this was a very large project that would involve many documents written by many different people living in many different places. How would we be able to coordinate our work, share the materials that we were developing, comment on pieces written by others, and brainstorm together? In short, how would we be able to

collaborate on this project?

The answer was an on-line collaborative workspace or *wiki*. Since I had had some experience running *wikis* with other groups, including a French writing class and the AATF Executive Council Strategic Planning Committee, I volunteered to set up the *wiki* and serve as its moderator. I had learned from past experience that running the *wiki* would not be difficult, and that it could make our work together much easier.

A *wiki*—whose name is derived from the Hawaiian word “*wikiwiki*,” meaning “quick”—is a fairly simple concept: It is a special kind of Web site whose content can be modified (edited, changed, added to, deleted, illustrated...) by any authorized user of the site. So users can read what others have written, comment on or edit that material, or add their own material. Thus, it is a forum that allows discussion and exchange when people are not in the same place at the same time.

Everything on a *wiki* is transparent: users can see who has done what and in fact are notified electronically when changes are made by other users. The moderator of a *wiki* controls what kind of access *wiki* users have—whether only invited members can see the *wiki*, which members can change content, which can only comment, and which can only read.

Many people are familiar with Web sites or blogs, but these two forms of technology are less effective for collaborative work, since the communication is one-way, going from the Web page or blog to its readers. Readers of a *wiki* are also its writers—they create and modify the content of the *wiki*.

It is simple (and usually free, as was the case here) to set up a *wiki*. There are numerous services that host *wikis*, such as [<http://pbworks.com/>], [www.wikispaces.com], and [www.intodit.com].

The French Advocacy Wiki

The initial advocacy *wiki* had a long membership list: All of the 50-plus people who had been at the April meeting were on that list and were invited to contribute ideas or comments. As we expected, the majority of those members were most interested in simply keeping track of the advocacy group's progress with occasional comments, so we ended up with a more limited core of members who were actively writing and editing documents on the *wiki*.

A smaller group of people from several states met at Northwestern University in June 2008, and from this point on the *wiki* activity was constant. We posted the work timetable and created folders for the areas we knew we would be working on. Several folders were for documents that would help teachers to better connect with parents, col-

leagues, guidance counselors and other potential allies, and one large folder was aimed at collecting documents to support “threatened programs,” as we put it.

A *wiki* allows you not only to write on the Web page itself, but also to upload word-processed documents or image files like PDF or JPEG so that others may download and read them. This is extremely useful when documents such as PowerPoint presentations, PhotoStory videos, or pictures are too large to share via e-mail. This feature allowed us to share many kinds of documents, including maps and illustrations for the pieces that we wanted to include in the Foreign Language Advocacy Kit as well as PowerPoint presentations and other image-oriented documents.

We devised ways of naming the documents that we uploaded so we could track their revisions, as well as commenting on those revisions. After a few months' work, we had an extremely large collection of documents of all kinds: Word files, PowerPoint presentations, JPG and other image files, many of them in several versions. They were organized into folders and then further fit into categories within each folder, so we were able to keep track of what work had been done and what further tasks needed to be accomplished.

As the work continued, group members found that using the *wiki* was not complicated: Even the less tech-savvy among us learned to post comments and documents on the *wiki* with confidence.

“Advocacy 2” Wiki: More Focused

As the work became more intense, the number of documents larger, and the complexity greater, we realized we needed a new, more-focused *wiki* that would better reflect the ways in which the materials would be organized in the kit itself. We created a new *wiki*, called “Advocacy 2.” From our various homes, working on our own schedules, we uploaded documents that we had written. We edited and commented on documents that others had written, made suggestions for additional pieces that seemed to be needed for the kit, and had lively exchange, all on the new *wiki*.

As of summer 2009, there were 186 uploaded files on the *wiki*—186 articles, checklists, letter templates, maps, newsletter templates, testimonials, and so forth, organized into folders called “Promotion,” “Advocacy,” and “Resources.” It was a huge effort, made possible because we had the *wiki* workspace in which to function.

As the Foreign Language Advocacy Kit moved toward production and distribution, the working group relied a bit more on e-mail and less on the *wiki*, but our *wiki* site is

still active for the kit creators and remains an archive, easily accessible for all its users, of the early versions of the documents that make up the kit.

The advocacy *wiki* truly made possible the initial and continuing collaboration that was necessary to create a complex product like the kit. (The *wiki* itself remains a workspace and archive of work in progress, so people who are interested in the kit documents should refer to the kit itself rather than the *wiki*.)

Using a Wiki in Your Advocacy Project

The *wiki*'s users realized that this easy asynchronous collaboration could function very well for groups who are working to save an individual French program that is under threat. Parents, teachers, and other advocacy allies could easily use a *wiki* to discuss their strategy, to share drafts of letters or presentations, and to make documents and other resources easily available to all group members. In fact, users of the Foreign Language Advocacy Kit will find, in the kit's "Using Technology" folder, a document giving a brief introduction to using a *wiki*.

We encourage others to make a *wiki* part of their "tool kit" when working collaboratively on advocacy projects, or in other efforts where participants need to work together even though they are separated by space and working at different times. It is a way to accomplish important cooperative work and to create community at the same time.

Randa Duvick
Region VI Representative
[randa.duvick@valpo.edu]

SPECIAL NOTICE

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

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Concordia Language Villages



Webster University (MO)

INVITATION TO BECOME A MEMBER OF THE COMMISSION ON PROFESSIONAL TEACHING STANDARDS

The AATF Commission on Professional Teaching Standards invites you to become a Commission member and serve on one or more of the subcommittees (to be chaired by the individuals listed below). Please send your name directly to the committee chair(s) with a copy of your message to Susan Colville-Hall [colvillehall@uakron.edu]. An open invitation is extended to all AATF members. With more help, the AATF can better serve your needs and those of other French teachers. We would also appreciate knowing your ideas, suggestions, and concerns for making the work of this Commission more visible. For each committee's goals, see the annual Commission Report on page 52.

National Board Certification: Deanna Scheffer [schefferd@episcopalhigh.org] and Steve Dubrow [Stephen_M_Dubrow@mcpmsmd.org].

Teacher Candidate Portfolio Committee: Rebecca Fox [rfox@gmu.edu] and Susan Colville-Hall [colvillehall@

uakron.edu].

College Teacher Training (will also work with the Teacher Candidate Portfolio Committee): Frédérique Grim [Frederique.Grim@ColoState.EDU] and Carol Rubinstein [Carol.Rubinstein@fcds.org].

Professional Development: Fred Toner [toner@ohio.edu].

Immersion and Communicative Language Learning Committee: Evita Béranger [delphitrان@aol.com] and Kirstin Halling [kirsten.halling@wright.edu]

Curriculum (includes AP development): Evita Béranger [delphitrان@aol.com], Christiane-Zablit-Lorts [czablit-lorst@oda.edu] and Laura Roché Youngworth [yworth@aol.com].

International Experience: Susan Colville-Hall [colvillehall@uakron.edu].

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].

TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

UPDATE YOUR MOVIE AND AUDIO SELECTION IN THE CLASSROOM WITH THE HELP OF (FREE) VLC MEDIA PLAYING SHAREWARE

Are you a foreign language teacher who is not yet familiar with the VLC shareware? The VLC is a shareware that will help foreign language teachers override some of the technological and resource associated problems. As far as movies are concerned, teachers encounter two types of issues: restrictions for content and technological/resource issues. Issues such as “restriction for content” of the kind of movies that can be shown in class are unique to each teacher’s experience and have an individual solution. The technological and resource issues, such as “we don’t have the equipment” or “we don’t have the money to buy the resources” often times are easily resolved and are more general in nature.

This column aims to help teachers solve the technological issues by addressing them and offering a simple software solution. First, the lack of availability of recent foreign language movies in the U.S. is still a major issue—despite the larger selection offered by services such as Netflix and Blockbuster online. In general the selection of foreign language movies still remains limited to the great or the well-known directors and the classics. Although public libraries sometimes offer a good selection of foreign language movies, they too are generally limited. Even though “classics” are excellent and have many pedagogical uses in the classroom, they may not represent the diversity of France (and other Francophone countries) today. In addition, sometimes “classics” are too far removed from today’s students’ experiences and therefore may not catch students’ interest. This is generally the case also for movies accompanied by study guides which are included in collections offered by educational companies. Although there are some recent movies in these “study guide” collections, most fit into the above-mentioned categories.

Although “classics” and “well-known” directors are excellent and have many pedagogical uses in the classroom, it would also be excellent if foreign language students, especially those enrolled in general language courses—as opposed to film courses—could see “new releases.” These are movies they would currently see at cinemas if they lived abroad. Wouldn’t the “new releases” more easily catch students’ attention, as they could more easily relate to those stories?

In order to show the most recent movies, some teachers resort to acquiring movies abroad, an excellent idea which however, as many have found out, poses the prob-

lem of zoning. We know that U.S.-produced and distributed DVDs are “zone 1” whereas those produced in other areas of the world have a different zone. This means that unless teachers have a multi-region DVD player available, they have difficulty using these movies. One option includes using the computer by changing the zone on the computer settings. But, especially if using a shared computer, teachers may not want to change the zone every time, at the risk of it freezing on the last zone used. In case you are not aware, most computers with DVD player capabilities allow for only a limited number of zone changes.

The good news is that this “zoning” problem is no longer an issue. The software called Video LAN media player enables us to play DVDs of any zone of the world through our personal computers. At the moment this software is shareware and therefore it is free and it is legal. The Web site for downloading the software and the steps for installation are included in the “how-to” guide at the end of this article. It is an easy and quick process.

The Benefits of this Software

This software helps teachers of French and of all foreign languages, so it will benefit the entire school. In working with many high school teachers, most of them say that schools already have a projector, while some schools even have one in each classroom. Many classrooms also have a computer, and if not, the teacher has an available computer, either the school’s or a private one. Once the VLC software is installed on the computer, it becomes possible to view any movie produced outside the U.S., that is not “zoned” for U.S. distribution. The teachers must still buy the desired movies during one of their trips abroad or through the Internet.

The technical benefit that the VLC provides is not only designed to play movies that are not zoned for the U.S. but also to play other file formats. In fact, some audio file formats used on the Internet, including many of those used by news broadcast companies are not supported by certain media player programs like QuickTime or iTunes. Most of these non-supported file formats can, however, be played by using the VLC software. As a concrete example, some videos from YouTube (those with extensions like “.flv” or “.irv,” to name a few) fall into these non-supported file formats. They cannot be played by opening them with Quicktime, RealPlayer or iTunes but they can be played by opening them with the VLC.

Using this shareware will then allow

teachers to update the current movie and audio selections that they use in the classroom. As a consequence, more aspects of culture that are represented in movies, music and other audio/video multimedia can be approached. Evidently, today’s cultural issues and themes differ greatly from those present in other periods of history. It is also easier for students to understand and identify with today’s issues and movies: if this were not case there would not be so many remakes of classic movies from previous eras. Furthermore, if teachers are not able to keep up to date with music CDs, this free software will allow them greater freedom in using music in the classroom, as almost any song they desire can be found on the Internet.

Finally, as already briefly mentioned, all foreign language teachers can benefit from this software, as it is not language specific. If it is installed on the school’s computers, teachers of all languages, and perhaps even other subject matters, will be able to benefit from it. In many schools and labs, the lab technicians could install the VLC software on every laboratory computer or in every SMART classroom. (SMART classrooms are those in which there is a multimedia pod with computer, VCR, DVD player and other technologies). In those schools that do not have the most up-to-date laboratory or do not have the opportunity to have SMART classrooms, the VLC free shareware allows the classroom to become a little more technological.

How To Guide for VLC Shareware

- Go to the Web site: [www.videolan.org/vlc/] (You can simply do a Google search for “VLC” to find the address.
- Under “Download VLC” click on your general operating system (Ex: Windows or MacOS)
- Once the general operating system is chosen, click on your current operating system (Ex: MacOs 10.4 or 10.5, Windows O.9.2, Windows 95)
- On the same page choose your country as well. If you do not already see a list of countries click on “show full mirrors list.”
- Click “download” next to your country. It is done! It is downloaded!
- Now install the software. For some, like Macs it is sufficient to double-click the logo, for others, there may be extra steps.

- g. Once your program has correctly installed, the VLC icon is represented by a "traffic cone."

The operation is complete. You are now free to view any movie from anywhere in the world and use many audio file formats! So make your classroom more technological and your students' learning a complete hands-on experience.

Annalisa Mosca
University of Miami
E-mail: [a.mosca@miami.edu]

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 31.

- I. 1. L'a donné; 2. avec eux; 3. y est; 4. en manger; 5. Elles; 6. en organise; 7. avec elle; 8. Apprends-leur; 9. lui a fait; 10. avec elles
- II. 1. une; 2. les; 3. le; 4. des tickets; 5. et 6. le, la; 7. les; 8. un; 9. les; 10. un
- III. Suggestions de réponse:
1. j'aurais été écouter La Tosca à l'Opéra
 2. tu seras ivre
 3. le spectacle pourrait commencer à l'heure
 4. tu serais peut-être aussi une diva
 5. il n'aura jamais fini son travail à temps
- IV. 1. fourchette remplace cuillère
2. lauriers remplace rosiers
3. beurre noir et non beurre de karité
4. bouillir remplace sauter
5. soupe et non bouillie
- V. Possibilités de réponse:
1. être à l'affiche
 2. les gradins du théâtre antique
 3. le rôle titre
 4. sociétaire de la Comédie Française
 5. pensionnaire
 6. un marionnettiste
 7. un festival de musique
 8. une oeuvre-phare
 9. une haute-contre
 10. une comédie de boulevard.

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.

SMALL GRANT REPORT: BRINGING *MOLIERE THAN THOU* TO CAMPUS

On a recent visit to the Louvre, I saw a bust of Moliere and was immediately reminded of Tim Mooney. What a tribute to the actor who brings his show, *Moliere Than Thou*, to college and school campuses around the country and introduces audiences to his translations of speeches from the French playwright's repertoire, such as *Tartuffe*, *Le Bourgeois Gentilhomme*, *L'École des femmes*, and *Le Malade imaginaire*.

I have brought Tim Mooney three times to my university campus, the most recently thanks to a Small Grant from the AATF (and matched by funds from Student Activities at my university). Each time, Tim has delighted connoisseurs of Moliere's plays and neophytes alike. His costumed dramatization of monologues and his hilarious stage presence captivate audience members both young and not so young, from my colleague's seven-year-old daughter to my department chair, a professor of English. The latter was selected the first time she attended one of Tim's performances to role play *Tartuffe's* Elmire whom Tim's character is seducing. Unfortunately, I didn't have a camera that time, so I missed the great photo op of my chair whose red face contrasted starkly with the green hat he had placed on her head. Audience participation is one of the keys to Tim's success as members of the public are



selected to act as a foil to his antics.

Because he loves what he does, audiences pick up on his enthusiasm, and his diction is so clear they understand his rhyming translations without difficulty. Following his last performance at Texas A&M University-Kingsville, his "Stop thief" out of a scene from *Les Précieuses Ridicules* rang in my ears for months. This is indeed testimony to both his ability to capture the essence of the characters and the engaging cadence of his voice.

Bringing Tim to your campus is a great way to promote French culture during National French Week or throughout the year. I invite students and faculty from my university, local high school French teachers and their classes, and members of our local *Alliance française*: about 250 people attended the last show. Securing matching funding through the AATF Small Grant program is a great way to pay for the show.

I can't guarantee that you will think of Tim Mooney when you see a bust of Moliere, but I bet your audience members will remember discovering Moliere's hypocrites, would-be gentlemen, hypochondriacs, etc. through his delightful performances.

Jacqueline Thomas
Texas A&M University-Kingsville.
[j-thomas@tamuk.edu]

ÊTES-VOUS UN PROF ACCOMPLI?

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

Deanna Scheffer
[schefferd@episcopalhigh.org]

What's New in the French Review?

Vol. 83, No. 1 (October 2009)

Articles include the titles below and more:

- "Nathalie Sarraute: genèse d'une écriture" (C. Bertrand-Jennings)
- "Witnessing Creation in Nancy Huston's *Une Adoration*" (P. Proulx)
- "Language Camps as an Extracurricular Tool to Expose Young Learners to French" (C. Gascoigne)
- "Liberty versus Equality: La Fayette and France" (S. Bokobza)
- "Entretien avec Marie-Odile Beauvais" (K. Kolb)

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

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 2011, 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 Philadelphia in July 2010.

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, 2010**.

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, 2010**. Decisions will be made by March 1, 2010. 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 or electronically in .pdf format to [abrate@siu.edu]. The nomination must be postmarked no later than **February 1, 2010**.



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

Branchons-nous...
Agissons...
Fêtons ensemble!

du 4 au 10 novembre 2009 & 2010
Initiatives locales, régionales, et nationales
Consultez le *National Bulletin* et le site Web de l'AATF

NEW REGIONAL STRUCTURE FOR THE AATF

The AATF is a large association with more than 8000 active members at any given time and nearly 10,000 names in our database. Each year since 2005, more than 100,000 students have participated in the National French Contest. We have 74 chapters located across the 50 states which are divided into nine regions. Since its founding in New York in 1927, the AATF has grown to be a national organization, but its structure has changed little since the day each chapter or region was created.

Each of the nine regions has an elected Regional Representative who serves on the AATF Executive Council, who communicates with chapters and their members, and who provides a more personal link to the national organization. He or she also serves as mentor, advisor, or troubleshooter to the individual chapters. For more than 20 years, the Executive Council has looked at ways to make the division of our chapters into regions more equitable, both in terms of numbers and in terms of geography.

The AATF regions as they stand now vary in size from 4 chapters to 11 chapters and from 260 members to 1496 members (see Table 1). Over the years, various committees have studied the numbers, the struc-

Table 1: Old Regional Structure

Region Name	# of Chapters	# of Members
I Greater New York	4	519
II New England	6	890
III New York State	5	260
IV Mid-Atlantic	11	1496
V South Atlantic	8	1222
VI East Central	7	718
VII West Central	11	1251
VIII Southwest	11	708
IX Pacific	10	820

ture, polled chapter officers, and made a number of proposals for reorganization. This year at our annual meeting in San Jose, the Executive Council and Delegate Assembly voted to approve a plan that was first proposed in 2004. Consideration of this proposal grew out of the work of the Strategic Planning Committee. The plan combines Regions I and III and divides the current Region IX into two still geographically huge regions in addition to moving a number of chapters from one region to another. Table

Table 2: New Regional Structure

Region Name	# of Chapters	# of Members
I New England	6	890
II New York & New Jersey	10	1129
III Mid-Atlantic	10	1146
IV Southeast	6	1015
V East Central	8	832
VI West Central	7	1091
VII South Central	11	775
VIII Southwest	8	654
IX Northwest	7	352

2 shows the new numbers of chapters and members per region under this structure, and the map on the next page illustrates the new and former divisions.

For more than half our chapters, there will be no change. The new structure does not in any way affect the functioning of local chapters. They will continue to organize meetings and activities, publish newsletters and Web sites, and serve their members just as before. In the cases where there has been a change, the chapter officers will now receive communications from and send their chapter news and other reports to a new Regional Representative. For those chapters that have changed region, the election schedule for Regional Representatives may also change slightly.

We hope to make the transition, which will occur officially on January 1, as seamless as possible. The new information will be posted on the Web site as of January 1

Table 3: Regional Election Schedule

Region Name	Election Year
I New England	2011 for 2012
II New York & New Jersey	2009 for 2010
III Mid-Atlantic	2010 for 2011
IV Southeast	2009 for 2010
V East Central	2010 for 2011
VI West Central	2011 for 2012
VII South Central	2010 for 2012
VIII Southwest	2011 for 2012
IX Northwest	2009 for 2010

and will appear in the listings of chapters and officers in the *National Bulletin* and the *French Review*. Table 3 shows the new region names and election years. Do not hesitate to contact National Headquarters [aatf@frenchteachers.org] or any Executive Council member (see page 9) with questions.

Jayne Abrate
Executive Director
[abrata@siu.edu]

AATF ON-LINE STORE
www.frenchteachers.org

FRENCH ADVOCACY IN A NUTSHELL

The AATF now has a Commission on Advocacy to defend your French program, whether you are a member or not.

We have a Web site to explain our goals and objectives entitled Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

What do we do? We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

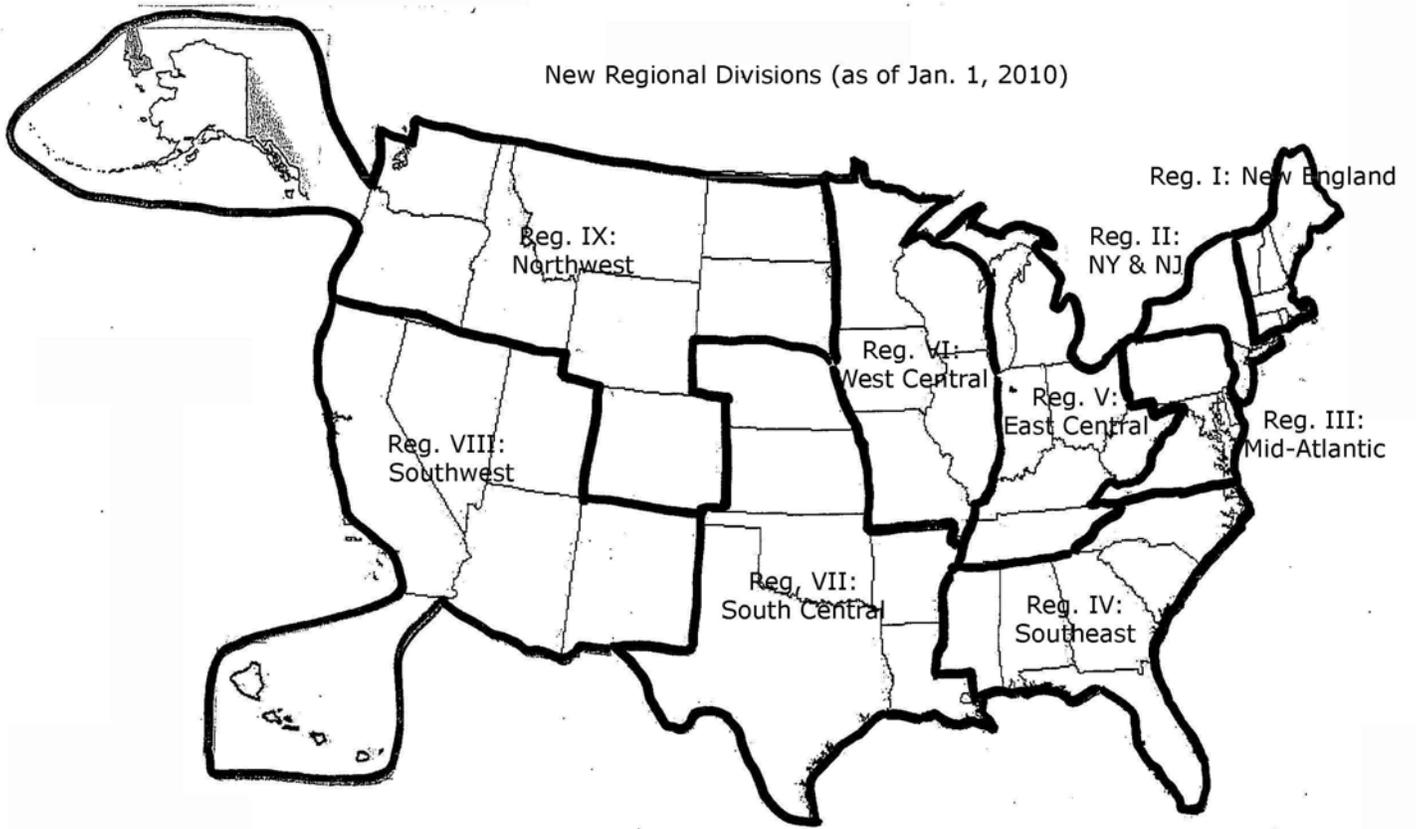
What kind of knowledge do we offer? Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

What else will we do? We will help you create a game plan, and then play an appropriate role in its execution.

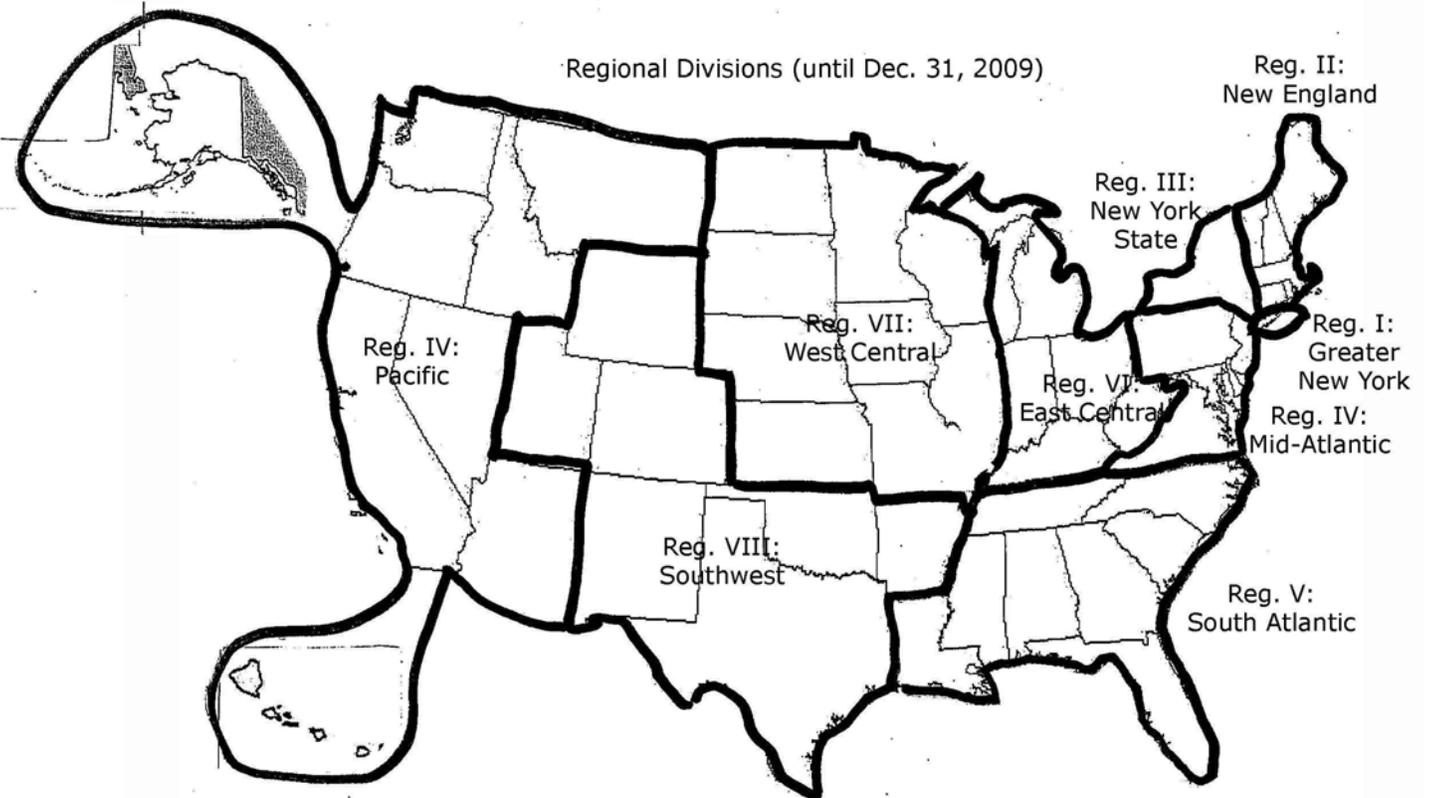
Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

Tennessee Bob Peckham
Chair, Commission on Advocacy
E-mail: [bobp@utm.edu]

New Regional Divisions (as of Jan. 1, 2010)



Regional Divisions (until Dec. 31, 2009)



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.

\$.44 postage required for 4 copies of the flyer

\$.61 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 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.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 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
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde video*
 - _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES**
 - _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel*
 - _____ *La Vie des mots*
 - _____ *Vive la France!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils
 - _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons
 - _____ 25 *Forward with French* pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 5/31/10.

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 _____



LES CALENDRIERS FRANÇAIS ET AMÉRICAINS

La rentrée is the perfect time to introduce the French calendar (with number practice) for younger language learners or to review dates and numbers for the more experienced French students. Below is a copy of this year's academic calendar (2009-2010) taken from a student's agenda (*Éditions Quovadis, France, 2009*), but calendars are also available (printable) on line at *Calendrier français*. Bring to class an American academic calendar as well so that students will be able to identify the differences between American and French calendars. Give some background of the former French rules governing the naming of a newborn. American names like Melody or Brooke or Forest wouldn't have existed in France in the past. Explain that the French calendar reflects the Catholic religion of the country. In 1966 the laws loosened some, but before that, a child's name was to be registered in the City Hall from an approved list of names—mainly saints' names. It wasn't until 1993 that the law permitted parents to choose anything they wanted for *un prénom*. In the past, if a parent didn't choose the saint's name of the date of birth, the child would have both a birthday to celebrate—*un anniversaire*—and a saint's day—*une fête*—the day of the saint corresponding to the child's name. In France people still send cards for *la fête*, and some families give chocolate to honor the day, a wonderful tradition to extend to the classroom. Students love finding "their saint" on the calendar and circling those of their classmates. Permit them to choose a French name or find one that closely resembles the sounds of their American name. This way they can adopt a French identify to help keep the authenticity of French sounds during class interaction.

YOUNGER FRENCH LEARNERS: Look at *septembre*. What do the numbers at the left represent? What are MMJVSD? Find the phases of the moon. Young students may have some difficulty with forming the structure for a date, and the teacher may want to concentrate on the days of the week. Give the date: *le cinq mars* (They will be able to recognize it before they can reproduce it.) and ask: "C'est quel jour de la semaine?" As a mini-competition this can turn into a lively game. *Un poème* like this to memorize could be included. Exaggerated hand movements of any sort help the learning process and make it more fun:

*Trente jours ont septembre
Avril, juin et novembre.
Tous les autres ont trente et un
Sauf février qui en a moins.*

MORE ADVANCED FRENCH LEARNERS: Here are a few questions to get you started. Create your own list about the calendar and divide the class into teams. Competition can take place orally in class or with written questions to be completed outside of class. Make it fun with as many opportunities to solidify the formula for stating a date in French.

*Quelle est la date de Pâques? (le 4 avril)
Noël est quel jour de la semaine? (vendredi)
Quelle est la date de la Fête des Mères? (le 30 mai) Aux États-Unis quand tombe la Fête des Mères?
Le Mardi-Gras est quel jour? (mardi - no trick there!)
Quelles sont les quatre saisons? (le printemps, l'été, l'automne, l'hiver)
Le premier mai est la Fête du Travail en France; quelle est la fête américaine qui y correspond? (Labor Day- first Monday in September)
Qu'est-ce que c'est que le Jour du Souvenir des Déportés? (25 avril-Day of remembrance of the Holocaust of WWII)
Comment s'appelle ton saint/ta sainte selon le calendrier? (Find information for each saint on the Internet: [<http://fize.free.fr/ete/>]) (calendrier scolaire 2009-2010 here)*

Dr. Raymond J Cormier
Longwood University (VA)

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]; fax: 650-342-7623.

Elizabeth Miller
Crystal Springs Uplands School (CA)

CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 4-10, 2009



Calendrier 2010

JANVIER		FEVRIER		MARS		AVRIL		MAI		JUIN	
1	V JOUR de l'AN	1	L Ella	5	1 L Aubin	9	1 J Hugues	1	S F. du TRAVAIL	1	M Justin
2	S Basile	2	M Présentation	2	M Charles le B.	2	V Vendredi Saint	2	D Boris	2	M Blandine
3	D Geneviève	3	M Blaise	3	M Guénolé	3	S Richard	3	L Phil., Jacq.	18	3 J Kévin
4	L Odilon	1	4 J Véronique	4	J Casimir	4	D PAQUES	4	M Sylvain	4	V Clotilde
5	M Edouard	5	V Agathe	5	V Olive	5	L L. de PAQUES	14	5 M Judith	5	S Igor
6	M Epiphanie	6	S Gaston	6	S Colette	6	M Marcellin	6	J Prudence	6	D Norbert
7	J Raymond	7	D Eugénie	7	D Félicité	7	M J.-B. de la S.	7	V Gisèle	7	L Gilbert
8	V Lucien	8	L Jacqueline	6	8 L Jean de Dieu	10	8 J Julie	8	S VICTOIRE 45	8	M Médard
9	S Alix	9	M Appoline	9	M Françoise	9	V Gauthier	9	D Pacôme	9	M Diane
10	D Guillaume	10	M Arnaud	10	M Vivien	10	S Fulbert	10	L Solange	19	10 J Landry
11	L Paulin	2	11 J N.-D. Lourdes	11	J Rosine	11	D Stanislas	11	M Estelle	11	V Barnabé
12	M Tatiana	12	V Félix	12	V Justine	12	L Jules	15	12 M Jean.-d'Arc	12	S Guy
13	M Yvette	13	S Béatrice	13	S Rodrigue	13	M Ida	13	J ASCENSION	13	D Antoine de P.
14	J Nina	14	D Valentin	14	D Mathilde	14	M Maxime	14	V Matthias	14	L Elisée
15	V Rémi	15	L Claude	7	15 L Louise	11	15 J Paterne	15	S Denise	15	M Germaine
16	S Marcel	16	M Mardi-Gras	16	M Bénédicte	16	V Benoît-J.	16	D Honoré	16	M J.-Fr. Régis
17	D Roseline	17	M Cendres	17	M Patrice	17	S Anicet	17	L Pascal	20	17 J Hervé
18	L Prisca	3	18 J Bernadette	18	J Cyrille	18	D Parfait	18	M Eric	18	V Léonce
19	M Marius	19	V Gabin	19	V Joseph	19	L Emma	16	19 M Yves	19	S Romuald
20	M Sébastien	20	S Aimée	20	S PRINTEMPS	20	M Odette	20	J Bernardin	20	D F. des Pères
21	J Agnès	21	D P. Damien	21	D Clémence	21	M Anselme	21	V Constantin	21	L ETE
22	V Vincent	22	L Isabelle	8	22 L Léa	12	22 J Alexandre	22	S Emile	22	M Alban
23	S Barnard	23	M Lazare	23	M Victorien	23	V Georges	23	D PENTECOTE	23	M Audrey
24	D Fr. de Sales	24	M Modeste	24	M Cath. de Suè.	24	S Fidèle	24	L L. de PENT.	21	24 J Jean-Bapt.
25	L Conv. S. Paul	4	25 J Roméo	25	J Annonciation	25	D Marc	25	M Sophie	25	V Prosper
26	M Paul	26	V Nestor	26	V Larissa	26	L Alida	17	26 M Bérenger	26	S Anthelem
27	M Angèle	27	S Honorine	27	S Habib	27	M Zita	27	J Augustin	27	D Fernand
28	J Th. d'Aquin	28	D Romain	28	D Rameaux	28	M Jour du Souv.	28	V Germain	28	L Irénée
29	V Gildas			29	L Gwladys	13	29 J Cath. de Si.	29	S Aymar	29	M Pierre, Paul
30	S Martine			30	M Amédée	30	V Robert	30	D F. des Mères	30	M Martial
31	D Marcelle			31	M Benjamin			31	L Visitation	22	



Un calendrier avec vos photos ?



2010



Calendrier 2010

JUILLET		AOÛT		SEPTEMBRE		OCTOBRE		NOVEMBRE		DECEMBRE	
1	J Thierry	1	D Alphonse	1	M Gilles	1	V Thér. de l'E.	1	L TOUSSAINT	44	1 M Florence
2	V Martinien	2	L Julien-Eym.	31	2 J Ingrid	2	S Léger	2	M Défunt	2	J Viviane
3	S Thomas	3	M Lydie	3	V Grégoire	3	D Gérard	3	M Hubert	3	V Xavier
4	D Florent	4	M J.-M. Vianney	4	S Rosalie	4	L Fr. d'Assise	40	4 J Charles	4	S Barbara
5	L Antoine	27	5 J Abel	5	D Raïssa	5	M Fleur	5	V Sylvie	5	D Gérard
6	M Mariette	6	V Transfiguration	6	L Bertrand	36	6 M Bruno	6	S Bertille	6	L Nicolas
7	M Raoul	7	S Gaétan	7	M Reine	7	J Serge	7	D Carine	7	M Ambroise
8	J Thibault	8	D Dominique	8	M Nativité N.-D.	8	V Pélagie	8	L Geoffroy	45	8 M Im. Concept.
9	V Amandine	9	L Amour	32	9 J Alain	9	S Denis	9	M Théodore	9	J Pierre Fourier
10	S Ulrich	10	M Laurent	10	V Inès	10	D Ghislain	10	M Léon	10	V Romaric
11	D Benoît	11	M Claire	11	S Adelphe	11	L Firmin	41	11 J ARMISTICE 18	11	S Daniel
12	L Olivier	28	12 J Clarisse	12	D Apollinaire	12	M Wilfried	12	V Christian	12	D Jean. Fr.-Ch.
13	M Henri, Joël	13	V Hippolyte	13	L Aimé	37	13 M Géraud	13	S Brice	13	L Lucie
14	M FÊTE NAT.	14	S Evrard	14	M La Ste Croix	14	J Juste	14	D Sidoine	14	M Odile
15	J Donald	15	D ASSOMPTION	15	M Roland	15	V Thér. d'Avila	15	L Albert	46	15 M Ninon
16	V N-D Mt-Carmel	16	L Armel	33	16 J Edith	16	S Edwige	16	M Marguerite	16	J Alice
17	S Charlotte	17	M Hyaanthe	17	V Renaud	17	D Baudoin	17	M Elisabeth	17	V Gaël
18	D Frédéric	18	M Hélène	18	S Nadège	18	L Luc	42	18 J Aude	18	S Gatien
19	L Arsène	29	19 J Jean-Eudes	19	D Emilie	19	M René	19	V Tanguy	19	D Urbain
20	M Marina	20	V Bernard	20	L Davy	38	20 M Adeline	20	S Edmond	20	L Abraham
21	M Victor	21	S Christophe	21	M Matthieu	21	J Céline	21	D Christ Roi	21	M Pierre C.
22	J Marie-Mad.	22	D Fabrice	22	M Maurice	22	V Elodie	22	L Cécile	47	22 M HIVER
23	V Brigitte	23	L Rose de L.	34	23 J AUTOMNE	23	S Jean de C.	23	M Clément	23	J Armand
24	S Christine	24	M Barthélémy	24	V Thède	24	D Florentin	24	M Flora	24	V Adèle
25	D Jacques	25	M Louis	25	S Hermann	25	L Crépin	43	25 J Cath. L.	25	S NOËL
26	L Anne, Joach.	30	26 J Natacha	26	D Côme, Dam.	26	M Dimitri	26	V Delphine	26	D Etienne
27	M Nathalie	27	V Monique	27	L Vinc. de P.	39	27 M Emeline	27	S Séverin	27	L Jean
28	M Samson	28	S Augustin	28	M Venceslas	28	J Simon, Jude	28	D Avent	28	M Innocents
29	J Marthe	29	D Sabine	29	M Michel	29	V Narcisse	29	L Saturnin	48	29 M David
30	V Juliette	30	L Fiacre	35	30 J Jérôme	30	S Bienvenue	30	M André	30	J Roger
31	S Ignace de L.	31	M Aristide			31	D Quentin			31	V Sylvestre



Un calendrier avec vos photos ?



2010



AGNES IRWIN STUDENTS RECEIVE DIPLOMAS FROM FRENCH MINISTRY OF EDUCATION

An official French proficiency exam given by the French Ministry of Education, the DELF *Diplôme d'Études en Langue française*

(DELF) is available to all non-French citizens who wish to demonstrate their French language skills. It is designed to assess the communicative skills of candidates in

real situations, using authentic documents. It recognizes how well the candidates can use the language and measures all four language skills: listening, speaking, reading, and writing. The exams must be taken in official examination centers in France or other accredited centers abroad. These students were tested at the Rosemont College Center under the able direction of Dr. Marilyn Conwell. Recognized internationally in over 130 countries, the DELF exam leads to a diploma in French as a second language.



Eleven Agnes Irwin School seniors have been honored with official DELF diplomas by the French government: at levels A-2

and B-1. The laureates are students of Rita Davis and Barbara Barnett.

The DELF Exam and the University partnership are examples of creative alternative approaches

teachers are taking to offer prestigious options to their advanced students. Undoubtedly there are many similar measures being taken in other parts of the country by our tireless and innovative colleagues. It appears that the phasing out of the French AP Literature Exam has served to spur our colleagues to rise above the level of routine. *Félicitations!*

Alice K. Cataldi
Region IV Representative
[acataldi@udel.edu]

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 (2010-2012) in Region I: New York and New Jersey, Region IV: Southeast, and Region IX: Northwest. An AATF Vice-President will also be elected for the term 2010-2012.

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, 2009**.

2010 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, 2009**. 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 2010) 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 or electronically in .pdf format to [abrante@siu.edu].

AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

The AATF recently named Depew High School principal, **Carol Townsend**, the 2009 AATF Administrator of the Year. In recognition of this prestigious honor, Mrs. Townsend was granted the opportunity to award one student from Depew High School the chance to attend Concordia Language Villages language camp at no cost. Mrs. Townsend was nominated by AATF member Mary Ellen Gianturco.

Depew High School French student, Arin Liszka, was awarded a scholarship to attend a two-week French im-

mersion summer camp program in Minnesota. The scholarship is co-sponsored by the American Association of Teachers of French,

Concordia Language Villages and the French Embassy.

Arin is a sophomore in Mrs. Gianturco's regents French class and looks forward to attending the summer language program. Congratulations to both Arin and Mrs. Townsend for their efforts!



Liberté • Égalité • Fraternité

RÉPUBLIQUE FRANÇAISE

Vol. 35, No. 1 (Sept. 2009)



CONCORDIA LANGUAGE VILLAGES

A program of Concordia College, Moorhead, Minnesota USA

2010 ISE "LANGUAGE MATTERS" AWARD

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

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

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

AWARD: The ISE Language Matters Award will consist of a framed award certificate accompanied by a \$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, 2010**. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or e-mailed in .pdf format to [abrate@siu.edu].

The recipient of the award will be notified by April 1, 2010. The award will be presented during the AATF Convention in Philadelphia, July 4-7, 2010. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



VISIT
theworldspeaksfrench.org

AATF-SPONSORED SESSIONS AT ACTFL

The AATF will again sponsor six sessions at the upcoming ACTFL Conference in San Diego, California, November 20-22. We look forward to seeing many of you there. Don't forget to register for the luncheon sponsored by the French Embassy.

1. Teaching and Promoting French with the AATF (Presenters: Jayne Abrate, Marie-Christine Koop)
2. Project-Based Ideas for Exploring the French-Speaking World (Presenter: Jayne Abrate)
3. France in 2009: Social and Political Issues (Presenters: Marie-Christine Koop, Rosalie Vermette, Fred Toner)
4. Cultivate Allies and Advocate for your French Program (Presenters: Margot Steinhart, Ann Sunderland, Janine Spencer)
5. Nouvelles identités: technologie et communautés virtuelles (Presenters: Michèle Magnin, Véronique Flambard-Weisbart)
6. Multilingualism, la Francophonie and French in the Classroom (Presenters: Jacqueline Friedman, Harriet Saxon, Diane Paravazian)

Please stop by the AATF Exhibit Booth and say hello!

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 \$64, 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 \$74, 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 2010 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2009 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. Send an e-mail to [address@french teachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

MOTS CHASSÉS

Exercices sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 82, No 3, February 2009. Le corrigé se trouve à la page 22.

I. Remplacer les mots soulignés par un pronom personnel (attention à la place de ce pronom).

1. L'arbitre a donné le coup d'envoi.
2. J'ai bavardé avec les marionnettistes.
3. Le nom de ce célèbre acteur est à l'affiche.
4. Voulez-vous manger des pissenlits?
5. Ces pommes sont trop cuites.
6. La France organise des festivals cet été.
7. J'ai étudié la cuisine avec cette gastronome.
8. Apprends à tes enfants à déguster les soupes.
9. Le secouriste a fait du bouche à bouche à cette noyée.
10. Je suis à couteaux tirés avec mes deux voisins.

II. Pour remplir les blancs, choisissez entre l'article défini et l'article indéfini.

1. Liliane est _____ jeune comédienne de la Comédie Française.
2. _____ spectacles organisés à Orange sont tous magnifiques.
3. Quel est _____ parfum que tu préfères?
4. Nous allons acheter _____ tickets pour cet opéra.
5. et 6. Ne remuez pas _____ couteau dans _____ plaie.
7. Il vous faudra mettre _____ bouchées doubles.
8. Karajan était _____ grand chef d'orchestre.
9. Allez vous asseoir sur _____ gradins.
10. Ils mijotent _____ mauvais coup.

III. Complétez les phrases commencées par Si.

1. Si j'avais eu de l'argent _____
2. Si tu bois trop de vin _____
3. Si les spectateurs n'arrivaient pas en retard _____
4. Si tu avais travaillé le chant avec Callas _____
5. S'il ne met pas les bouchées doubles _____

IV. Soulignez le mot erroné et remplacez-le par le mot approprié.

1. Elle a un bon coup de cuillère.
2. Ne t'endors pas sur tes rosiers.
3. Il s'est bien battu: «Regarde son œil au beurre de karité».
4. Cette femme travaille beaucoup pour faire sauter la marmite.
5. Une vraie bouillie au lait ce type qui s'énerve tout le temps.

V. Relevez dix mots/expressions se rapportant au monde du spectacle.

Colette Dio, Nancy, France

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.

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

- _____ 80th 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 2009 is deductible on your 2009 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].

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

Avec nos plus sincères remerciements!

A GOLDEN OPPORTUNITY

The elimination of the French AP Literature Exam is no secret to teachers and students whose long sequence program culminated with this prestigious and challenging exam. When the College Board announced the unexpected news that it was eliminating the Literature Exam in favor of one French Language and Culture Exam, many teachers feared the disappearance of middle school programs that, in the eyes of administrators, function as conduits for AP exams.

Anne Jensen, AATF Region IX Representative and a teacher of AP courses, recounted the sequence of events in her article that appeared in *The French Review*. She spoke for many teachers and students whose emotions ranged from surprise to shock and disappointment when the announcement of phasing out the French AP Literature Exam was announced. The overall feeling that permeates Anne's article is the lack of fairness in the process that took place. Such was the reaction of those affected by the decision in Region IV that represents the Mid-Atlantic States as well.

When the news of the elimination of French AP Literature reached Marie-Laure Hollander Hoffman, the co-president of the New Jersey Chapter, she was quite angry at the decision made by the College Board. She feared that it would sabotage the strong French Program that is in place at Westfield High School where she has taught for many years. Viviane Levy, the Co-President of the chapter, Marie-Laure and I brainstormed! Realistically, I stated that we cannot fight the College Board and that the decision is most likely irreversible. I suggested, however, that we use this opportunity to improve on what the College Board had monopolized for so many years by offering an alternative goal to students. This new approach would focus on forming partnerships with local colleges and universities. After thinking about the idea overnight, Marie-Laure was more than enthusiastic. She took the ball and ran with it.

The plan is as follows: the high school teacher who would normally prepare students for AP exams teams up with a participating university faculty member to develop a course syllabus. The high school teacher then teaches the "university course" for which students receive university credit. In some cases, they receive dual credits thus completing their units toward high school graduation while at the same time, getting a head start by earning university credits. It is a "win-win" situation for the university who may be recruiting future students of French and definitely an asset to the student who

receives college credits. The tuition collected by the University is reported to be very small. Such partnerships are not new, but they have not been fully explored in the past.

The following announcement of a workshop attested to the fact that our New Jersey colleagues are not wasting any time. The wheels of opportunity are certainly turning. The announcement regarding an informational workshop reads as follows:

Connaissez-vous Project Acceleration?

Under the auspices of director Peter Hynes, this program allows teachers to instruct their class in their regular high school, and have their students receive college credit from Seton Hall University. A course syllabus and teacher credentials must be approved, but once they are you are free to register students for this course. There is no obligation for your students to sign up, or any obligation on their part to continue their education at Seton Hall, but students will appreciate the fact that they will receive real college credit for the course in exchange for a very modest tuition. In addition to college credit, your students gain access to many of the resources of Seton Hall University, and your French program will also benefit and gain prestige from its partnership with Seton Hall.

We would like to invite you to this half-day session of our *Journée pédagogique* to be a member of the panel with Mr. Hynes and other Seton Hall professors, in order to share your ideas and suggestions with your colleagues and hear your input concerning this program. The workshop will also help you develop syllabi for the course.

AATF-NJ wants to help French educators in planning curricula and fill the void left by the demise of the AP French Literature Exam.

Alice K. Cataldi
Region IV Representative
[acataldi@udel.edu]

MARK YOUR CALENDAR! JOIN US IN PHILDELPHIA IN 2010!

**Attend the 83rd annual AATF
convention as we meet in
Philadelphia.**

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

2009 AWARD WINNERS SAN JOSE CONVENTION

AATF Dorothy S. Ludwig Excellence in Teaching Award

Elementary School

JoAnn Chiet (NY)

Middle School

Rodney Taylor (PA)

Secondary

Barbara Barnett (PA)

Post-Secondary

Linda Quinn Allen (IA)

National French Contest Administrator of the Year

Small Chapter

Catherine Lochtefeld (NY)

Large Chapter

James Lambert (NH)

AATF Outstanding Chapter Awards

Large Chapters

1st place: **Georgia**

2nd place: **Houston**

Small Chapters

1st place: **West Virginia**

2nd place: **Northeastern
Pennsylvania**

ISE Language Matters Award Beth Pierce ♣ (MS)

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

Carol Townsend (NY)

Student:

Arin Liszka

AATF/CERAN Lingua

Outstanding Chapter Officer Award

Amy deGraff (VA)

Surf the Web

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

All the latest information on:

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

ADVOCACY SITES

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 on-line. 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]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- 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 French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/win french/index.htm]

NEWS FROM THE EXECUTIVE COUNCIL

Two new Executive Council members joined the group during the 2009 Convention in San Jose. **Joyce Beckwith** returned to the Council as Region II Representative (New England). **Steven Daniell** was named to complete the Vice-Presidential term vacated by Ann Sunderland when she became President-Elect. In addition, **William Thompson** was re-elected for a second term as Vice-President, and **Gregg Siewert** and **Anne Jensen** were also re-elected for second terms as Region VI (West Central) and Region IX (Pacific) Representatives, all for 2009-2011.

Two new Executive Council members were named who will take office next year. After a national search, **Edward Ousselin**, Western Washington University, was named as the new Editor in Chief of the *French Review*. As is the Editor's prerogative, he nominated **Michel Gueldry**, Monterey Institute of International Studies (CA), to serve as the next Managing Editor. Both nominations were confirmed by the Executive Council and Assembly of Delegates for terms to begin officially on July 1, 2010, although the transition work has already begun.

We are pleased to welcome all these individuals who are so generously offering their time and expertise for the benefit of the Association and French teachers everywhere.

THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ON QUEBEC

This special issue of the *French Review* will be open to articles on Quebec. Relevant topics include film, literature, culture, and teaching issues related to Quebec. This volume, to be published in May 2011, will be in honor of the AATF Convention to be held in July 2011 in Montreal. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French Review* and the Editor in Chief if they have further questions. The deadline for submission will be **August 1, 2010**.

SUBMISSIONS TO THE FRENCH REVIEW

Until June 30, 2010, the submitted articles should be sent to the Editor, Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717. As of July 1, 2010, the submitted articles should be sent to the Editor, Edward Ousselin, Modern and Classical Languages, Western Washington University, Bellingham, WA 98225-9057.

NEW HONORARY MEMBERS

Three exceptional individuals were named Honorary Members of the AATF at the Awards Banquet in San Jose.

Catherine Pétilion, *Attachée éducative* at the French Embassy in Washington, has been a friend and close collaborator of the AATF ever since her arrival in Washington. She previously served at the *Alliance française* in Vancouver, so she knows the situation of French teachers in North America very well. Her support was instrumental in launching the national PR campaign, *The World Speaks French*. The numerous French teachers whom she has visited and whose programs she has defended know firsthand the enthusiasm of her support.

Felino Martinez Alvarez, *Alliance française de Cuba*, is a longtime friend of the AATF. He has attended and given presentations at the 1997 convention in Nashville and the 1999 convention in Montreal. Unfortunately, a travel problem prevented him from being in San Jose, but his work on French for Special Purposes, is well known. He has collaborated with other members of the AATF on a variety of projects and looks forward to participating in future conferences.

Yanick Godbout, *Directeur des Relations gouvernementales et Affaires publiques à la Délégation du Québec à Los Angeles*, is another longtime friend of the AATF. In his previous post at the *Ministère des Relations internationales du Québec* in Quebec City, he worked closely with the AATF on organizing our convention in Quebec and with summer scholarships. He continues to collaborate with AATF teachers in the Los Angeles area.

We thank all three of these colleagues for their support of the work of the AATF and are pleased to award them Honorary Membership.

CALL FOR PROPOSALS 2010 AATF CONVENTION IN PHILADELPHIA

The on-line call for proposals for the 2010 AATF convention, to be held July 4-7 at the Sheraton Society Hill Hotel in Philadelphia has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2009**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "La Diversité francophone: passé, présent et futur."

With French, YOU can...

Communicate with French speakers around the world, because French is . . .

- spoken by over 200 million people on 5 continents.
- an official language in 32 countries and governments.
- the only language beside English taught as a foreign language in every country.

Boost your academic skills because French . . .

- is the source of at least one out of three words used in English.
- provides the largest number of words to English vocabulary (more than come directly from Latin).
- will help you improve your standardized test scores.

Become proficient more quickly than with most world languages because French . . .

- requires the fewest instructional hours for an English-speaker to speak at a high level.
- is the language most closely related to English in terms of vocabulary
- is a natural choice for Spanish, Italian, and Portuguese speakers because of common roots in Latin.

Increase your options for undergraduate and graduate studies because French . . .

- is pertinent to the study of a variety of disciplines.
- is a popular choice for the language requirement in many fields of graduate study.
- opens the door to research in French-speaking countries.

Connect your future to cutting-edge fields in science and technology because French-speaking countries . . .

- have been at the forefront of medical research in fields such as genetics and reconstructive surgery .
- have been on the cutting edge of scientific discoveries, for example in nuclear energy and fiber optics.
- have been responsible for technological innovations, for example in video gaming and voice compression.

Invest in your career because French speakers . . .

- are in demand in banking and finance, tourism, hotel management, and international trade.
- are needed in media, aviation, national security, health care, and law enforcement.
- can gain valuable understanding of cultural and business practices in other places.

Enjoy special leisure-time activities because French . . .

- is the language in 50% of foreign films watched and 30% of foreign books read in the US.
- is used at the Olympics, and at baseball and hockey matches with Canadian teams.
- is important for following sports events, such as the *Tour de France*, French Open, and *24 Heures du Mans*.

Benefit more from travel experiences when French . . .

- is spoken in the most visited country in the world —(yes, France).
- is the language of places closer to home: Quebec, Martinique, Guadeloupe, Haiti, St. Martin, etc.
- makes visits to French-speaking destination on every continent far more enjoyable.

Appreciate Francophone contributions to world culture because French-speakers . . .

- have made a remarkable impact on literature, philosophy, cuisine, fashion, and the arts.
- learn more firsthand about authors like Camus and Césaire (literature), Sartre and Derrida (philosophy).
- can better enjoy Renoir and Matisse (painting), Truffaut and Arcand (cinema), and many others.

Understand a variety of world perspectives because a person who knows French . . .

- speaks the language and understands the culture of people in more than 56 countries.
- knows the official or working language in most important international agencies and organizations.
- can better work toward global consensus and peace and participate in humanitarian efforts.

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YOUR FRENCH PROGRAM IS WORTH SAVING

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

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

What is advocacy and how does it differ from promotion?

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

Former AATF Vice-President Barbara Ransford described her personal battle with the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford related her scramble to round up a coalition of colleagues who could testify about the importance of many languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before it is needed. "Don't sit back!" she urged members. "Know your constituency and be vocal."

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

Invest in France Agency, *Alliances françaises*, French-American Chamber of Commerce, world trade organizations, etc.

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

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: [htk0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

NEW! CALENDRIER FRANCOPHONE

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



_____ Manuals x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

NEW! FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.



_____ Manuals x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

UNE SEMAINE AU CÉRAN

C'était une énorme surprise d'apprendre que j'avais été nommée *AATF Outstanding Chapter Officer*, et surtout que j'avais gagné une semaine d'études au CERAN Lingua. On a le choix entre plusieurs centres CERAN—en France, en Belgique, en Espagne, en Angleterre. Mais comme je n'avais pas visité la Belgique depuis 20 ans, mon choix s'est porté sur Spa, qui se trouve dans l'est du pays et qui a donné son nom à l'eau thermique et thérapeutique dans le monde entier.

L'endroit est idéal, situé en pleine campagne dans un petit château historique qui s'appelle le Haut-Neubois, où l'ambiance est charmante, mais avec tout le confort moderne pour les gens venus des quatre coins du monde pour apprendre ou améliorer leur compétences d'une autre langue.



Les horaires sont définis d'après les besoins de chaque étudiant. Avant de commencer, les professeurs ont pris connaissance des résultats d'un test que nous avons tous fait en ligne avant notre arrivée au CERAN. Pour mieux évaluer notre niveau, nous nous sommes présentés en groupe et nous avons écouté et commenté un petit reportage télévisé d'un programme en français.

Lundi matin, donc, les professeurs ont réparti les étudiants en groupes de quatre maximum d'après leur niveau. Les activités de la journée ont parfois été différentes pour chacun. En ce qui me concerne, j'ai passé la matinée en compagnie de deux autres collègues et de notre professeur Anne-Marie Gil. Nous présentions oralement une brève composition que nous avons rédigée la veille, regardions un peu la télévision et surtout nous parlions beaucoup. Il y avait

des points grammaticaux, du vocabulaire et des actes de communication que nous avons appris à intégrer grâce à des techniques de questions-réponses propres au CERAN, c'est-à-dire, une sorte de combinaison entre pratique et répétition.

L'après-midi se poursuivait avec une leçon individuelle donnée par Luc Louvette où je revoyais la prononciation, le vocabulaire et d'autres points qui sont particuliers à mon cas. Ensuite, je travaillais au laboratoire avec des programmes adaptés à mes besoins. Par exemple, Anne-Marie a enregistré nos «phrases trésor» du matin. Nous les écoutions, répétions et donc nous les appropriions.

Si les leçons étaient parfois dures, elles étaient toujours très agréables et il en est de même pour les autres étudiants avec lesquels on s'amusait beaucoup.

Il y avait des gens de Singapour, d'Irlande, du Ghana et des Pays-Bas. J'étais la seule Américaine et le seul professeur. Le soir on pourrait penser que chacun retournait dans sa chambre dans le cas des stagiaires ou chez eux dans le cas des professeurs. Il n'en est rien. Un professeur a organisé une activité socio-culturelle chaque soir avec toujours autant d'enthousiasme. En une semaine ou en un mois, un étudiant peut atteindre ses objectifs, étant donné que le CERAN a quelque chose pour chaque personne qui souhaite apprendre la langue ou s'améliorer.

Je voudrais remercier sincèrement tous ceux qui m'ont fait vivre cette incroyable expérience.

Janet L. Smith
Houston Chapter
[janet.smith@springbranchisd.com]

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

PLATINUM LEVEL BENEFACTOR:

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

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

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

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

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

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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

	American Association of Teachers of French Année _____
M., Mme/Mlle	
est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.	
Fait à Carbondale, Illinois, États-Unis d'Amérique	
le _____ pour servir et valoir ce que de droit.	
_____ La Secrétaire générale	

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 12 for information concerning the 3-for-1 offer for a year's free membership.

AATF MATERIALS CENTER

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

PROMOTION OF FRENCH (MEDIA)

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

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

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

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

PROMOTIONAL FLYERS (sample copy available on request)

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

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

AATF PROMOTIONAL ITEMS

NEW! AATF Glass Dishes: rectangular candy dishes (4x2") with AATF logo on cover. \$12 each (\$15)

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

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

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

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

TEACHING MEDIA

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

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

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

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

MEDALS AND AWARDS

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

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

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

OTHER MATERIALS

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

NEW! Vive la France! Activities for the French Classroom, over 75 activities for students at all levels (122 pp.) \$20 (\$30)

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

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

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

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

Un Calendrier perpétuel. Revised (2006). 104-page *calendrier* highlights events and people from the Francophone world. List of Web sites, bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (\$18)

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

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

Color Notecards: 12 notecards with envelopes featuring 6 different color

designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

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

T-SHIRTS

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

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

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

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

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

WORLD SPEAKS FRENCH MATERIALS

See page 47 for ordering information.

AATF FLES* COMMISSION REPORTS

Variety is the Spice of FLES* (2005) \$9

Promoting FLES* Programs (2004) \$9

French FLES* Around the World (2000) \$9

The FLES* Image: A Picture is Worth a Thousand Words! (1998) \$9

Attracting French FLES* Students (1996) \$9

Other titles: Reaching All FLES* Students (1995) \$9

FLES* Methodology I (1994) \$9

Expanding FLES* Horizons (1993) \$9

Evaluating FLES* Programs (1992) \$9

Implementing FLES* Programs (1991) \$8

Innovations in FLES* Programs (1990) \$8

The People Factor in FLES* Programs (1989) \$8

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

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. Prices valid through 5/31/10.



Bienvenue! Welcome!

This "New York in French" Ning is a free, apolitical, non-commercial, community-oriented blog open to anyone interested in French in New York City and its extended surroundings. This Ning offers many free, innovative, spam-free, collaborative and news-sharing tools which let you exchange, inform, contribute and debate about questions and interests related to enjoying, promoting and discovering the French language and those who speak it.

DESIGN BY ENRIQUE GONZALEZ



NewYorkinFrench.net

Je tiens à vous informer d'une nouvelle initiative, un projet innovant qui vise à rassembler la communauté francophone de New York et de ses grands environs autour des enjeux de la langue française, des classes bilingues et de la Francophonie. Ça s'appelle «New York in French» et, vous le verrez, c'est dans l'air du temps. Je pense d'ailleurs que cela pourrait servir dans d'autres villes que New York.

Je ninque, tu ningués, il ningué...

Le verbe «ninguer» (prononcer comme *swinguer*) n'existe pas encore dans le dictionnaire. Mais avec «New York in French», le premier *Ning* de la communauté francophone de New York, ce mot devrait rentrer dans notre vocabulaire très rapidement. En 20 jours, déjà 1150 membres se sont inscrits sur «New York in French», une sorte de blog gratuit, apolitique, non-commercial et communautaire, ouvert à toutes les personnes intéressées par la langue française et ceux qui la parlent, qu'ils habitent New York ou dans ses grands environs.

Qu'est-ce qu'un *Ning*?

Un *Ning* est une plateforme qui permet aux utilisateurs de créer leur propre réseau social. *Ning* est semblable à *Facebook* ou *MySpace* mais laisse à l'utilisateur l'entière liberté de concevoir, modifier, innover, rassembler autour d'un thème précis. Un *Ning* offre de nombreux outils innovants, collaboratifs, sans spam, et partageurs d'information dans le but d'échanger, informer, contribuer et débattre au sujet de questions et centres d'intérêt divers.

Le mot «ning» veut dire «paix» en chinois mais la plateforme est américaine. Elle a été créée en Californie par Marc Andreessen et Gina Bianchini. *Ning* est la troisième compagnie d'Andreessen qui a déjà lancé *Netscape* et *Opsware*.

Ning n'est pas encore connu dans les pays francophones, mais l'exemple de «New York in French», créé par Fabrice Jaumont, devrait faire des émules qui sauront rapidement exploiter les possibilités illimitées de ce type d'outils. *Ning* ne requiert

aucune compétence informatique et toute personne peut créer son réseau social gratuitement. Un *Ning* permet au membre d'un réseau de tchater, de bloguer, d'échanger collectivement, de créer des groupes de discussion, d'afficher des photos, des vidéos, des fichiers son, des documents, etc.

«Un *Ning* comme 'New York in French' permet avant tout de rassembler la communauté francophone autour d'enjeux comme l'ouverture de classes bilingues dans les écoles publiques ou l'enseignement du français aux États-Unis», déclare Jaumont. Le *Ning* de «New York in French» est, en effet, centré sur l'éducation, l'apprentissage du français, la Francophonie et la francophilie de New York et aux alentours.

«C'est en ninguant, qu'on devient plus connecté, plus informé, plus collectif donc plus efficace, capable d'avoir un impact plus important sur le monde qui nous entoure et plus à même de réaliser les initiatives qui nous tiennent à cœur», précise Jaumont.

Pour inscrire il faut se rendre sur [http://newyorkinfrrench.net].

Fabrice Jaumont
Ambassade de France à New York
[fjaumont@hotmail.com]

Exemples du contenu de «New York in French»

Boîte à idées:

- idée d'anecdote de Fabrice: *New York in French, if you can make it there you can make it anywhere!*
 - idée de Mohamed: créer un groupe culturel sénégalais
 - idée de Audrey: créer un groupe musique française.
 - idée de Nathalie: créer une newsletter pour les membres de *New York in French*
- Medias:

- article paru sur [frenchculture.org]
- interview dans *France-Amerique* à paraître
- article dans *HOT Guide to French culture*

à paraître

- article dans *AATF National Bulletin* à paraître

Liens:

- sur [TheFrenchCommunity.com]
- sur [frenchcreativeconnection.com]

Réseaux:

- Fan de *NYinFrench* sur Facebook créé par Nathalie
- Fan de *NYinFrench* sur Flickr créé par Audrey

Newsletter:

- Special Announcement e-blast par Amandine

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

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

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+\$3 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www-rohan.sdsu.edu/dept/ciber/frost.html].

AATF COMMISSION ON CULTURAL COMPETENCE

France at the Dawn of the Twenty-First Century: Trends and Transformations, ed. by Marie-Christine Koop, asst. by Rosalie Vermette, 2000, 300 pp., \$33.95 ISBN 1-883479-29-0. Contact Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725.

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

Prices are subject to change without notice.

SEE YOU IN PHILADELPHIA!

July 4-7, 2010

IMMERSION WEEKEND

The Arkansas AATF Chapter was able to host a French Immersion Weekend thanks to a Small Grant of \$500, matched by the Chapter.

The weekend took place in April 2009 at the secluded wilderness retreat, Ozark Natural Science Center (ONSC), located in Forum, AR. Weekend organizers, Jennifer Deacon and Jennifer Corbin, made arrangements with the Center and planned the entire weekend with the help of Joan Wright, who is the long-time coordinator of a similar Spanish Immersion Weekend. It was Joan's encouragement for several years that finally got the French project off the ground when she was able to recruit "the excited Jennifers" to take the plunge. There were eleven participants, including six experienced classroom teachers, two new teachers, two native speakers, including Amandine, an AMITY intern, and a classroom teacher-turned-administrator from Belgium who is also very active in the AATF, Michel Hallot; plus, we had an adult intermediate speaker.

Activities and workshops included campfire chats, teaching with songs, skit preparation and performance, painting in the Impressionist style (with the beautiful Ozark mountain woods as a backdrop), hiking, a presentation by Amandine of her native Rhône-Alpes region, building vocabulary by playing games, a documentary about WWII survivor Poumy, viewing of last year's hit movie *Molière*, and a *dictée*, of course. Participants also enjoyed excellent meals together. The kitchen staff at ONSC went out of their way to make sure they served the kind of food that was needed to make the French weekend complete. Using Jennifer Corbin's planned menu as a guide, the talented cooks there provided excellent French meals.

The Arkansas Chapter thanks the AATF for supporting this project which allowed it to offset the cost of renting the facility so that the price could be lower for our inaugural participants. We plan on doing another weekend retreat on a fall weekend in 2010. It is our aim to make this an annual event.

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
(special member prices available for most materials)

TROIS SEMAINES À CHICOUTIMI

C'est grâce au Congrès de l'AATF qui se tint en 2005 à Québec que je pus visiter cette ville et que je fis connaissance de Chicoutimi.

Quatre ans plus tard, au mois de juillet dernier, j'y suis retournée, cette fois-ci en tant qu'étudiante à l'Université du Québec à Chicoutimi, afin d'y étudier la culture québécoise.

L'idée de me retrouver de l'«autre côté du bureau» et de me mettre dans la peau d'un élève me semblait stimulante.

Pendant trois semaines, pour un prix «tout compris», on est logé dans une famille francophone, on participe à des excursions dans la région, on assiste à des projections de films québécois, on suit des cours six heures par jour.

Le professeur était excellent, compétent, consciencieux et avait le sens de l'humour. Les six autres professeurs américains de français qui étaient dans ma classe ont beaucoup appris pendant son cours.

L'objectif de l'école est une immersion complète. En conséquence, ils ont instauré la règle du «français seulement». En d'autres termes, il était interdit de parler anglais à l'intérieur des murs de l'école, pendant les excursions et dans la famille d'accueil. Même si cela peut paraître dur au début (surtout pour quelqu'un qui ne maîtrise pas bien la langue française), cela s'est révélé un excellent exercice intellectuel. Vous vous mettez dans la peau d'un Francophone et ainsi vous avez la possibilité d'en apprendre sur vous-même et sur votre capacité de vous adapter à un milieu différent.

La ville de Chicoutimi a beaucoup de charme. La vue de ses falaises plongeant à pic dans le Saguenay est un spectacle dont on ne se lasse pas. Les balades dans le parc le long de la rivière vous permettent de vous ébaudir sur le nombre de côtes qu'il y a dans cette ville. Dur, dur pour les piétons ou les cyclistes! Et puis regardez cette fontaine qui jaillit en forme de fleur de lys! Et le soir, allez donc danser en ligne au vieux port!

Bien sûr, il ne fallait pas rater l'excursion à la ville de Québec, la plus belle ville de l'Amérique du Nord. Je recommande une visite au Moulin à Images dont le spectacle fut inauguré pour le 400^e anniversaire, un spectacle époustouflant où vous voyez défiler l'histoire du Québec sous forme d'images projetées sur un immense écran de béton, le mur d'anciens silos.

Québec, j'en suis toujours amoureuse. Mais *maudit* que les conditions atmosphériques étaient mauvaises. Il a *mouillé*, je dirai même qu'il a *plu à boire debout*. Alors je me suis dit *ça n'a pas de bon sens* de se balader et de se faire

tremper. Et *pis* j'ai pensé, *j'chu ben niaiseuse* de ne pas profiter au maximum de cette visite éclair.

C'est bon?

Alors, je vous dis à *la revoyure!*

J'espère que ce petit compte-rendu donnera envie à des professeurs ou à des étudiants de se rendre à Chicoutimi!

Bernadette Theisen

[theisen@netzero.net]

Note: Let mots en italiques sont des expressions québécoises.

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.

Feed the imagination as well as the palates of those you are trying to reach.

Remind the public of all the wonderful and useful reasons to learn French.

Entertain with student or guest performances or films.

Network with French teachers, French speakers and Francophiles in the community, and the local media.

Celebrate the French-speaking heritage both within the U.S. and around the world.

Highlight for others what your students are doing in the classroom to make learning French enjoyable and meaningful.

JULY 4-7

PHILLY FUN!



FÊTE THE FOURTH WITH FAMILY AND FRIENDS IN THE CITY WHERE IT ALL BEGAN

In addition to a wonderful conference and city-wide Welcome America events, the local committee is planning a host of fascinating events including visits to the Barnes Foundation, Longwood Gardens, and New York City, trolley tours of French Philadelphia, walking tours of the historic area, and dinners at local restaurants! Much more is available to do on your own, including trips to Atlantic City and the Jersey shore, Washington DC and Baltimore, Lancaster County's Amish country, historic Bucks County...come for the conference and plan to stay on.

More information will be posted on the AATF Web site as it becomes available: [www.frenchteachers.org]

DICTÉE AU CONGRÈS DE L'AATF À SAN JOSE

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine à craquer: beaucoup de personnes l'ont écrite debout ou assis par terre. Mais comme je l'ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l'orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous.

Donc bravo à toutes et à tous ceux qui sont venus s'amuser avec la langue française et bravo à tous ceux et celles qui ont promis de s'entraîner pour l'année prochaine.

Le texte, conçu par Marie-Simone Pavlovich, portait sur un événement* d'actualité: le Tour de France qui se mettait en route le lendemain de la dictée, d'où le titre: «La petite reine qui fait les grands rois».

Grâce aux sponsors: le Service culturel du Consulat de France à Chicago, *la Dictée des Amériques*, l'AATF, Madame Cindy Tracy de *World of Reading*, European Book Company, Marie-Eve Harbec de l'Association nationale des éditeurs de livres, et de Monsieur Robitaille du Centre de la Francophonie des Amériques, nous avons pu remettre des prix très intéressants aux gagnants qui sont les suivants:

Annette Zakharian
Susie Hennessy
Mijo Pappas
Bernadette Takano
Nadège St-Maxent
Alice Strange
Nathalie Brown
Steve Daniell
Laura Karst
Fred Gittner

Si cela vous intéresse d'obtenir une copie du texte, contactez Marie-Simone Pavlovich à [mpa347@northwestern.edu]

Et surtout amusez-vous à faire des dictées pour vos élèves et pour vos collègues, et revenez l'année prochaine.

Marie-Simone Pavlovich
Northwestern University
[spa347@northwestern.edu]

*2 orthographe sont acceptées pour ce mot; phonétiquement je pense que celle-ci est plus logique.

NEW! LA VIE DES MOTS COLLECTION

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

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NATIONAL FRENCH WEEK CONTESTS

The theme for 2009 is "I'm learning French because.../J'apprends le français parce que..."

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2009.**

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

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2009. 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, e-mail address, and AATF chapter name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Relevance to the theme,

originality, written expression.

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

POSTER CONTEST

Deadline: Postmarked by **October 15, 2009.**

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 2009. 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, e-mail address, and AATF chapter

name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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- Secondary: Grades 9-12
- College

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THE SOUND OF FRENCH MUSIC AND THE MUSIC OF FRENCH: FROM MELODY TO PROSODY

For the past six years, my husband and I have been invited as judges for the World Languages Declamation Contest organized by Michele Lepietre at Lincoln-Sudbury (MA) High School. Students prepare for weeks in advance, memorizing their chosen texts and working closely with their teachers on pronunciation and delivery. The grand prize winner this year gave a fantastic dramatic rendering of *Seeräuber-Jenny*, Berthold Brecht's poetic narrative from the *Dreigroschenoper* (*Threepenny Opera*). Even more impressive were her near-native rhythm and intonation. I, too, knew her text by heart, since one of my favorite recordings is that of Lotte Lenya singing Kurt Weill's Berlin theater songs. It was obvious that the student had worked with the same CD since her delivery was so similar to Lotte Lenya's interpretation. In her declamation, she really "sounded German."

As French teachers, one of our most challenging goals is to have our students "sound French" when they speak. How might we better incorporate French songs into our classroom activities so as to sensitize students to the distinctive melody and rhythm of the language they are learning? This essay begins with some personal reflections on the music of French followed by several practical classroom techniques.

The most memorable songs in any language are those in which the lyrics and the tune are so closely intertwined that the rhythm of the language is reflected in the melody and, conversely, that the melody of the song mirrors the intonation pattern of the language.

Check this out for yourself. As you read aloud the lyrics to *Home on the Range*, you will discover that the stressed syllables are precisely those which, in the song, carry the beat. Whether you speak or sing the words, the rhythm and prosody are identical.

Oh, **give** me a **home** where the **buffalo roam**,
Where the **deer** and the **antelope play**,
Where **seldom** is **heard** a discouraging **word**,
And the **skies** are not **cloudy** all **day**.

Irving Berlin, who learned English as a child when his family immigrated to the U.S. from Siberia, was particularly sensitive to the close link between language and melody. For him, it was the words that dictated the music. Note the unique speech-melody patterns in two of his best-known songs:

Anything you can do, I can do **better**./ I can do **anything better** than **you**./
No, you **can't**. Yes, I **can**. (from *Annie Get Your Gun*)

I'm dreaming of a **white Christmas**, **just** like the **ones** I used to **know**...

This interplay of stressed and unstressed syllables within a word or phrase is not only typical of English speech. It also characterizes Latin and most European languages. As you read the following lyrics and then hum the tunes, and you will see how closely words and music fit together.

Latin: **Gaudeamus igitur / Juvenes dum sumus**
Spanish: **Yo soy un hombre sincero / De donde crece la palma**
German: **In München steht ein Hofbräuhaus / Eins, zwei, g'suffa**
Italian: **Arrivederci, Roma / Goodbye, goodbye to Rome**

But what about French? How many times have we heard non-speakers of the language tell us how "beautiful" our language is? Often students give as a reason for choosing French that they love the sound of the language. I must admit that such observations always used to puzzle me. As a speaker of French, I would naturally focus on the message being conveyed and thus was unable to step back and listen only to the sound of the language. Recently, though, as I took up the flute again after a lengthy hiatus, I began to wonder. What is it that makes French different? What is the "sound of French?" What is the "sound of French music?"

As we learned in our phonetics classes, French pronunciation differs from American English in several ways:

- French vowels are pure and not glided.
COMPARE: *seau* with "so"
- French vowels are clearly spoken and never reduced to a schwa (or "uh" sound).
COMPARE: *séparer* with "separate"
- French syllables tend to be open, that is, they usually end on a vowel sound.
COMPARE: *États-Unis* /e ta zy ni / with "United States"
- French nasal vowels are pronounced without sounding the "n" or "m"
COMPARE: *Inde* with "and"
- French consonants in final syllables are clearly released.
COMPARE: *type* with "stop" (in English one can end the word with lips closed)

However, important as these individual characteristics are in establishing whether a learner has acquired a near-native "French accent," they are not the main components of the "music" of French. Rather it is the supersegmentals, that is, the rhythm and the intonation, that create the overall feeling or impression of the language and form the basis of its prosody.

So what is it that makes English and French sound so different?

- Stress patterns
In English, as we noted earlier, each longer word has its own stress pattern of accented and unaccented syllables. The accented syllable is louder and longer than the unaccented syllables.
OBSERVE: Good **morning**, **Missus McDonald**.
In French, there is no word stress. The accent falls on the last syllable of a string of words or on the last syllable of a single word if it is said alone. The accented syllable is longer, but not louder, than the others.
COMPARE: *Bonjour!* *Bonjour madame.* *Voici madame Dupont.*
- Syllable length and versification
In English, unaccented syllables are much shorter than accented ones. Since both types of syllables alternate within words and phrases, a line of poetry is measured by the number of its beats or accented syllables. These metric units or

“feet” each have one stressed syllable and one or two unstressed ones. For example, in Longfellow’s poem “Paul Revere’s Ride” each line has four feet.

OBSERVE: Listen my children and you shall hear
Of the midnight ride of Paul Revere...

In French, all unaccented syllables are of similar length. Therefore, in French versification one must count the number of syllables in each line. For example, LaFontaine’s “Le Corbeau et le Renard” alternates lines of ten and eight syllables.

COMPARE: Maître Corbeau sur un arbre perché
Tenait en son bec un fromage.

(Note that in French poetry, where the mute e is often pronounced, the unaccented syllable preceding a mute e may be somewhat lengthened while the syllable with the mute e is correspondingly somewhat shortened. However, the overall effect of even syllables is maintained).

c. Mid-sentence intonation patterns

In English, the intonation falls at the end of a statement. In a longer sentence, the intonation stays even or falls somewhat at the end of each non-final phrase.

OBSERVE: I’d like a coffee → and a croissant. ↘

In French, the intonation falls at the end of a statement also. However, in a longer sentence, the intonation rises at the end of each non-final phrase, thus giving a sense of lift or lightness.

COMPARE: Je voudrais un café ↗ et un croissant. ↘

d. Linking of words

In English, words are usually pronounced separately unless they constitute a meaningful group.

COMPARE: nitrate vs. night rate; the White House vs. the white house

In French, not only are the words in a phrase linked together, but a normally silent final consonant may be pronounced as the initial consonant of the next word (liaison) in order to maintain the desired alternation of consonant-vowel-consonant-vowel.

OBSERVE: Ils habitent aux États-Unis. /il za bi to ze ta zy ni/

Since the French and English languages sound so different, and if lyrics and melody are indeed intimately intertwined, then French songs should sound very different from English songs. And so they do.

In the three well-known examples below, observe how the unaccented syllables are sung on short even notes (dots) and the syllables at the end of a word or group of words are longer (dashes) but not necessarily louder. The syllables tend to begin with consonants and end on vowels.

Che- va- liers de la ta- ble ron- de, / Goû- tons voir si le vin est bon.

[“Alouette”] ... Je te plu- me- rai. / Je te plu- me- rai la tête” [bis] A- lou- ett’ [bis]

Sa- vez- vous plan- ter les choux, / à la mo- de, à la mo- de?

Sa- vez- vous plan- ter les choux, / à la mo- de de chez nous?

In French songs, the release of the final consonant of a word (*ronde*, *mode*) is indicated with the pronunciation of a mute e. (In “Alouette,” some singers also pronounce the final e of *tête* and *alouette*).

Observe also how the melody reflects the phrasing of the lyrics. In the sentence *Je te plumerai*, the accent falls of *-rai* (which is sung on a longer note). But in *Je te plumerai la tête*, the accent falls on *tête* (and *tête* has the longer note). Similarly, in the simple phrase *à la mode* the longer note coincides with *mode*, but in *à la mode de chez nous*, the accent falls on *nous* which is given the longer note.

Sometimes the composer begins the phrase with a longer note, as if establishing the key and/or heightening the anticipation of the listener. However, even in songs of this type, all the unaccented syllables are sung on shorter even notes, with a longer note at the end of the phrase.

À la clai- re fon- tai- ne, / M’en al- lant pro- me- ner,

J’ai trou- vé l’eau si bel- le / Que je m’y suis bai- gné.

[“La Vie en rose”]

Quand il me prend dans ses bras, / Il me par- le tout bas,

Je vois la vie en ro- se.

This characteristic French prosody, consisting of strings of short even syllables leading to a longer final syllable, is reflected not only in traditional folksongs and “chansons,” but also in French popular music and, more recently, in French rap (e.g., MC Solaar’s well-known “Bouge de là”).

In *South Pacific*, Richard Rodgers’ melody for the French song “Dites-moi pourquoi” matches the prosody of the lyrics, thus clearly distinguishing it from the English-language songs of the musical, such as “Some Enchanted Evening.”

An exception to the close link between French music and the prosody of the spoken language occurs when the composer forces the lyrics to fit the melody, as with the martial rhythm of the opening of *La Marseillaise*. Note how accents uncharacteristically fall on the words *la* and *est*.

Allons enfants de la patrie, Le jour de gloire est arrivé.

In the rest of the anthem, however, the words and the melody are in harmony with each other.

This disconnect also occurs when French lyrics are superimposed on a song originally written in another language. For example, “Waterloo Road,” a piece by the British band Jason Crest, became a hit in France when Joe Dassin popularized it as “Aux Champs-Élysées.” Note the uneven rhythm and English-sounding prosody.

Aux Champs-Élysées, / aux Champs-Élysées

Au soleil, sous la pluie, / à midi ou à minuit

Il y a tout ce que vous voulez aux Champs-Élysées

A similar challenge occurs when English lyrics are written for a French melody. Note how the lyricist of “Autumn Leaves” found it necessary to create original verses to correspond to the French prosody of “Les feuilles mortes.”

C’est une chanson qui nous ressemble, Toi, tu m’aimais et je t’aimais.

The falling **leaves** drift by the **window** The autumn **leaves** of red and **gold**.

But let us return to our point of departure. How is it that non-speakers of French notice the “beauty” of the language, the “music” of its prosody, while those of us who speak the language often do not? Recent advances in neuroscience have established that in general it is the left hemisphere of the brain that discriminates among words (semantics, phonetics) while the right hemisphere detects prosody (pitch, rhythm, stress). In other words the left hemisphere processes the meaning of the words whereas the right hemisphere is sensitive to the music of the language. Thus, people who do not know French will be sensitive only to the overall sound and flow of the speech, because as they listen to an unfamiliar language only the right hemisphere of the brain is activated.

What implications do all these observations have for the teaching of French?

First of all, in addition to grammar, vocabulary and phonetics, we should sensitize students to the prosody of the language, and here music can play an important role.

Secondly, and of equal importance, the prosody of the French language is clearly reflected in French folksongs and *chansons*. (Prosody and melody are also closely linked in most contemporary French songs, although some composers adapt English, African or Caribbean rhythms).

Over twenty-five years ago, the German songwriter Uwe Kind used as a point of departure the similarity between German and English prosody to create his “SingLingual Method” which he entitled *Eine Kleine Deutschmusik: Learning German Through Familiar Tunes* (Berlin: Langenscheidt, 1983). In the first song, for example, beginners learn to say “I am a foreigner and I don’t speak German well...”

TUNE: She’ll be **comin’** round the **mountain** when she **comes**...

LYRICS: *Ich bin **Ausländer** und **spreche** nicht gut **deutsch**...*

Once students have memorized the German lyrics, they learn to speak them as sentences in a conversational situation and do so with near-native accent and rhythm. However, Uwe Kind’s method linking the foreign language to American tunes simply does not work with French because, as we have seen, the prosody of the two languages is so very different.

Nor is the introduction of music into the language classroom a new idea. As generations of teachers can attest, students enjoy listening to French songs and singing along. In fact, students generally memorize sung lyrics much faster than recorded dialogs because the tunes “stick in their heads” (right hemisphere) and serve as a memory aid (for the left hemisphere). Creative teachers have often used songs to reinforce new vocabulary and structures. Recently French teacher/composer Alain Le Lait created dozens of short learning songs for children and teenagers (see [www.yadeeda.com]).

Twenty years ago, Brian Thompson put together a comprehensive teacher handbook which is as valuable today as when it was written, entitled *La Clef des chants: La Chanson dans la classe de français*. (It is now out of print, but can be consulted online at [www.faculty.umb.edu/brian_thompson/clef.htm]). In it, Thompson provides numerous suggestions for selecting authentic songs and using them to reinforce vocabulary and grammar, as well as to develop overall listening comprehension and cultural sensitivity.

The wealth of resources on YouTube and the Internet make it relatively easy to find French songs appropriate to the level of the class. Laurent Patenotte has created a very useful classroom Web site on which he combines video clips and lyrics of a broad variety of French songs (see [http://itg.sps.edu/languages/patenotte/Liens_pour_les_cours/French_Seminar/Chansons.htm]). For excellent technical guidance, see Marat Sanatullof’s recent article entitled “Integrating Songs with Internet Resources and Educational Software into the French Classroom” ([www.dickinson.edu/prog/necftl/reviewarticles/63-sanatullof.pdf]).

The aim of this essay is to invite teachers to take a further step and consider new ways of using French songs and lyrics to reinforce the students’ awareness and control of French prosody. Here are some possible teaching techniques.

1. Tapping out the rhythm

As you play a song, or as the students sing along, have everyone tap out the rhythm of the syllables. Then have students say the words in the same rhythm, linking the syllables together and beginning each with a consonant sound.

Example: from "Sur le pont d'Avignon"

Sur le pont d'A- vi- gnon / On y dan- se, on y dan- se,
Sur le pont d'A- vi- gnon / On y dan- se tous en rond.

2. Simple substitution

Once students have tapped out the syllables of a song or a verse, and are able to say the words in rhythm and link the syllables together, have them change one of the elements.

Example: from "Chevaliers de la table ronde"

Toc toc toc Qui frappe à la por- te?
Je crois bien Que c'est son ma- ri.

Two or three students go to the back of the class.

One knocks on the wall and says "Toc toc toc".

The class, without looking, says: "Qui frappe à la porte?"

The teacher indicates a person who takes a guess:

"Je crois bien que c'est [Véronique]."

If the guess is correct, the students at the back respond: «Oui, c'est Véronique.»

If not, they respond: "Non, ce n'est pas Véronique." Then another person ventures a guess.

3. Double substitution

Once students have tapped out the syllables of a song or a verse, and are able to say the words in rhythm, have them use their imagination and change two elements.

Example: from Éric Vincent, *Il n'y a plus de crocodiles à Cocody*

This humorous refrain is based on a play on words – *crocodiles* and *Cocody* (a suburb of Abijan, in the Ivory Coast, which you can point out a map).

Il n'y a plus de cro- co- diles à Co- co- dy, mon vieux.
Il n'y a plus de cro- co- diles à Co- co- dy.

Students provide new fillers for: *Il n'y a plus de ...à...*

Il n'y a plus de dinosaures à Chicago...

Variation: *Il n'y a pas de...à...*

Il n'y a pas de neige à Paris.

The second part of the sentence could be modified to include other prepositional phrases of location, e.g., *aux États-Unis, dans notre école, sous le bureau.*

4. Creative completion

Once students have tapped out the syllables of a song or a verse, and are able to say the words in even linked syllables, have them suggest original completions to one of the sentences.

Example: from Françoise Hardy, "Tous les garçons et les filles de mon âge"

Tous les gar- çons et les filles de mon âge se pro- mènent dans la rue deux par deux.
Tous les garçons et les filles de mon âge jouent au **foot** (ont un **mobile**, envoient des **textos**...)

EXPANSION: The teacher can use the new sentence as a point of departure for additional questions: *C'est vrai, Christophe? Tu joues au foot? (Tu as un mobile? Tu envoies des textos?)*

5. Declamation

Students listen to a song tapping out the syllables, and then practice singing along. Once they know the lyrics well, they practice speaking them, with the same regular French rhythm and linked syllables. For class, they pick a favorite verse and recite it, either alone or in unison with one or two classmates.

Examples: Georges Brassens, "Chanson pour l'Auvergnat," "La Vie en rose," Jacques Prévert et Joseph Kosma, "Les Feuilles mortes"

EXPANSION: Once students are comfortable reciting the lyrics of songs, they can be encouraged to transfer this feeling for French prosody as they read aloud French poetry.

Examples: Guillaume Apollinaire, "Le pont Mirabeau"

Sous le pont Mi- ra- beau cou- le la Seine
Et nos a- mours /Faut- il qu'il m'en sou- vienne

La joie ve - nait tou - jours a - près la peine
 Jacques Prévert, "Déjeuner du matin"

Il a mis le ca - fé / Dans la tasse
 Il a mis le lait / Dans la tasse de ca - fé
 Il a mis le sucre / Dans le ca - fé au lait

6. Dramatization

Songs that lend themselves to dramatization can be prepared in the same manner as for declamation. Two (or more) students play the roles.

Examples: "Au clair de la lune" (Pierrot and the person knocking at his door)
 Misraki, "Tout va très bien, Madame la Marquise" (la Marquise and the people she calls)

As students practice tapping along with the lyrics of French songs, they will become sensitized to basic French prosody, with its linked chains of short even syllables ending on a longer syllable. In the classroom, this awareness can then be transferred to other speaking activities. Students can evenly tap out the syllables as they read aloud or as they respond to oral grammar and vocabulary exercises.

Gradually students will acquire a natural sounding French rhythm and their speech will start to reflect the music of the language. As a result, they will be much more comprehensible to native speakers whom they may encounter here or abroad. Moreover, as they internalize basic French prosody patterns, they will find it much easier to understand spoken French. Through the sound of French music, they will learn to incorporate the music of French into their interpersonal communication activities.

Rebecca M. Valette
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 Boston College
 [valette@bc.edu]

CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 4-10, 2009




NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS & POSTERS

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

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THE FRENCH LANGUAGE ADVOCACY KIT

HOW TO CULTIVATE ALLIES AND RESPOND TO PROGRAM THREATS

French teachers now have a tool kit to support their goal of developing and sustaining a successful French program: *The French Language Advocacy Kit*. Consisting of a video and an extensive set of print documents, the kit was presented in a session at the AATF convention in San Jose in July. In addition, all conferees received a copy of the DVD (*The World Speaks French: Video Stories*) in their AATF bag at registration. The second piece, composed primarily of text documents, is available on a server at Northwestern University at [<http://mmlc.northwestern.edu/advocacy/>].

The AATF, along with partners in the French Embassy and Quebec Government Office, is leading the charge to promote and to advocate for French language programs in the US. *The French Language Advocacy Kit* is a component of this campaign of solidarity: *The French Language Initiative: The World Speaks French*. As such, it serves as a critical tool for French teachers who want to build support for their programs or who are experiencing a real or perceived threat to the continuation of their programs. In brief, the kit contains in downloadable form a number of resource documents for teachers as well as parent and student advocates and a series of 13 short video clips featuring testimonials of individuals who value the study of French for a variety of reasons, but particularly for its role in their studies, careers, and life experiences. The Multimedia Language Center at Northwestern University filmed and produced *The World Speaks French: Video Stories*.

Purpose of the kit

The goal of this initiative is to take advocacy to the local level where it can be most effective and provide a set of materials that a French teacher can use and adapt when faced with program threats. Since many teachers feel ill-prepared to defend their programs and to put forth convincing arguments about the relevance of French, that issue is addressed in the kit. Reasons to study French are interspersed among various documents, but they are also concisely presented as a series of 10 statements with explanations of varying lengths and in different formats. These ten reasons appear as one-page documents, one with bullet points and another with short paragraphs, ready to be distributed as flyers. In addition, there is

a third version with more supporting information and data that can serve an advocate as talking points. These talking points also appear in two PowerPoints, which can be used for presentations and for posting on teacher Web sites. A bibliography for information included in these documents is provided. A tri-fold brochure, *French: Language of Choice*, also presents reasons to learn French and can be tailored to accommodate local data or images. While the focus of the kit is on the French program K-12, many ideas and documents can be adapted in order to sustain programs at the community college and university level.

Organizing themes of the kit

The components of the kit are presented



L. to R.: Eileen Walvoord, Randa Duvick, Janine Spencer, Catherine Pétillon, and Margot Steinhart. Members of the development committee introduced the French Language Advocacy Kit at the AATF Convention in San Jose. They were joined by Mme Pétillon, Attachée éducatrice à l'Ambassade de France à Washington

as two units, which are titled "Cultivating Allies" and "Responding to Program Threats." Because several of the texts may be useful both in making programs visible and in responding to challenges to French programs, documents may be found under more than one rubric. In perusing a document, readers should continually ask themselves how else they might use that document. Many texts, for example, lend themselves well to classroom instruction. In particular, the article written by Jean-Benoît Nadeau and Julie Barlow (*Modern Quebec: Cutting-Edge Culture in French*) has a version in French (*Le Québec aujourd'hui: à la fine pointe du monde Francophone*), which provides insight into the influence of our neighbor to the north, where French is the official language.

Building a French program

Shaping and molding a curriculum into a strong French program depend of course on the skills and knowledge of the teacher and the teacher's ability to attract students. However, the French program also thrives when

its reputation is one of providing unique experiences for students and of preparing students to do well academically. Achieving this is a tall order for any French teacher, and even doing all the right things does not prevent even a very successful program from facing challenges. If the teacher recognizes that cultivating allies for the French program as an essential task and not an ancillary one, then, the ground work for advocacy initiatives has been set. Reaching out to those in the school community and the local community to demonstrate the importance of the French program in particular and the French language in general can mean that more voices will be heard in support of the French program at the critical moment.

A successful French program is also one in which the program, the students, and the French teacher are prominent in the school and in the community. The French teachers who shared their stories, presented as *Success Stories* in this kit, endeavored to make their French programs visible and were able to see their programs preserved or restored because of support from their allies. A number of *Personal Stories* and *Quotes* have been gathered for teachers to use, if desired, but more importantly, these testimonials can also motivate teachers to accumulate their own files of how their French program has influenced students' lives and

careers. A prompt to invite stories and comments from students and parents is included in the kit, as well as a release form for the legal use of statements and images. At a time when curricular decisions are based on state mandates for courses usually in other disciplines and on precarious financial resources, foreign language professionals must work harder and smarter to garner public support.

Cultivating allies

The kit's creation is built upon the premise that the successful French teacher cultivates allies, especially parents, but also students, colleagues, guidance counselors, administrators, Board of Education members, and the community, in general. Because teachers feel that the fate of their programs is frequently in the hands of the guidance department, a sub-section has been devoted to the **guidance counselor**. One article provides the perspective of a guidance counselor, who makes recommendations to teachers to increase their understanding of the role of the

guidance counselor and to engage with counselors in effective ways. In order to produce allies, communication with parents and visibility of French students and activities within the school community as well as in the larger community are *de rigueur*. To reach that objective, sample letters and lists of recommendations, as well as a brochure, a calendar of activities, surveys, and a newsletter, which all can be customized, are offered as inspiration for teachers to create their personalized documents.

A series of **bell-ringer exercises** with a French connection has been developed in English for use in discipline-specific classes during National French Week, for example, to develop allies for French across the curriculum. These same activities could also be incorporated into a French teacher's lesson plan to show students the relationship between French and other areas of study and interest.

A *Parent Booklet*, containing numerous documents, has been created as a model for teachers to develop their own documents to communicate with parents. Such a booklet is an opportunity for teachers to describe the local French program, to define appropriate and realistic outcomes for students in the program, and to inform parents about the importance of the French language and the numerous Francophone cultures in the world. Some documents can be used as presented, and others invite teachers to adapt pieces to fit their teaching situation. While some teachers may wish to prepare a booklet as a physical document, others may wish to create an electronic document as part of a Web page. Although designed as a unified set of materials, the documents may also be distributed individually to parents throughout the year.

Advocating

The section on responding to program threats offers ideas to call to action allies who have been cultivated and new ones when program reductions are proposed. In K-12 schools, teachers are frequently advised not to contact parents or to tell students when their programs are threatened. However, according to the developers of the kit, it is the parents and the students who must accept the challenge to prevent or to overturn decisions that reduce or eliminate French programs in their schools. Since Board of Education members serve at the pleasure of the voters in the community, the parents have the greatest influence on decisions that the Board makes. The teacher's role in advocacy remains a delicate one, but armed with information and resources, the teacher should feel confident enough to motivate parents and students to launch an effective advocacy campaign to preserve **their** French program.

The advocacy documents build upon the public support that a teacher has developed by being visible and communicating directly with allies in the school and in the community. This promotional component, if it is in place, facilitates mounting an effective local campaign when a French program is endangered. When contemplating how to respond to a program threat, the teacher might begin with the checklists for advocates: one for teachers, a second for parents, and a third for students. The various documents for student recruitment for French classes can also serve an advocacy purpose, for they provide reasons why French is important as an international language. The samples in the kit of quotes and testimonials from students, parents, and others, as well as letters written in support of French programs in K-12 and at the post-secondary level can serve as models for advocacy documents that need to be created at the local level. When decisions about French programs reach the school board-level, advocates will find examples of presentations made by teachers and students before school boards to help them in their own preparations. A reflective article written by a board member (and former French teacher) suggests what teachers and parents can do to be effective advocates in this context.

Recruitment of native Spanish-language students

In response to requests from French teachers to provide materials to recruit native Spanish-language students, documents have been created to promote trilingualism. A professor of Spanish has written two letters in English and Spanish, one to parents and one to students, to illustrate the advantage of becoming fluent in three languages. A version of 10 reasons to study French, "With French, YOU can..." has a Spanish equivalent: "*Con el francés, tú podrás...*" A list of expressions and vocabulary in French and Spanish shows the similarity between the two languages, emphasizing the advantage that speakers of Romance languages have when learning another language with Latin roots. Articles which suggest strategies to recruit native Spanish-language students and which make comparisons between the two languages will also be useful in encouraging this cohort of students to study French. Moreover, students who have studied Spanish as a second language may also be convinced that becoming multilingual has personal, academic, and marketplace advantages.

Students and technology as important resources

One of the surprises of developing this French Language Advocacy Kit has been the discovery of how vital students are and can be to the advocacy process. Students

across the country have been very creative in setting up Web sites, blogs, and Facebook pages to extend support for their French programs, when these were scheduled for elimination. It was the example this spring of middle school students in Kings Park, NY, in particular, which demonstrated the power of the Internet and the skill of students to use it effectively as a tool for advocacy [<http://save-french.webs.com/index.htm>]. The passion of students combined with their technological savvy is a formidable force and one that teachers and parents should recognize as they plan their strategy to sustain their French programs. As a result, the kit contains a number of articles about using technology and a sample Photo Story video, which incorporates digital photos and audio, to support advocacy efforts. It is likely that students already have the know-how to use technology to this advantage and can be a driving force in any advocacy campaign.

Overview of the contents

In creating the *French Language Advocacy Kit*, the contributors were intent on providing documents that would be teacher-ready or that would easily facilitate personalization by the teacher. An important organizational schema of each thematic grouping is the inclusion of documents identified as introductory documents. The informational documents answer the questions of **Who** is the intended audience?, **Why** is the document included?, **What** is the document about?, **When** and **Where** might this piece be used?, and How might it be used? Some of these introductory documents contain additional suggestions, and advice. They should be read **before** exploring the multiple documents in each thematic set.

The following is an over-view of the variety of components included in the kit:

- two versions of a flyer for studying French (*With French, YOU can...* and *10 Reasons to Study French*)
- two versions of a PowerPoint presentation, *Why Study French?*, with talking points to expand on *With French, you can...* (also, a text version)
- a brochure (*French: Language of Choice*) promoting French as an important language to study (includes a template which can be modified)
- sample letters and surveys (communication with parents, students, and colleagues)
- sample letters to advocate for French programs to administrators, Board of Education (including letters in Spanish to native Spanish-speaking parents and students)
- a template for a month/year activity calendar, teacher biography
- checklists for advocacy (teacher, parents, and students)

- maps (Francophone world, French ethnicity in North America, density of native French speakers in North America)
- lists of French-speaking countries (by region and as countries and governments using French as an official language)
- a list of American celebrities who speak French
- a list of well-known French companies in the U.S.
- a list of French words used in English
- a list of study strategies for students learning French
- student bell-ringer interdisciplinary activities (National French Week)
- a parent booklet with program-specific and informational components
- resource lists of programs and documents from the American Association of Teachers of French and the French Embassy in the U.S.
- articles supporting the study of French, championing visibility and advocacy initiatives
- articles to increase recruitment, especially of native Spanish language students
- articles providing ideas to use technology in advocacy efforts (wiki, Facebook, Photo Story, including a video demonstration)
- quotes and testimonials from students, parents, former students, other allies
- models of school board presentations
- video clips of 13 individuals who value French in their studies, their careers, and in their lives, presented as individual segments and as a full-length feature (31 minutes)

The French Language Advocacy Kit complements the materials that have been developed through The World Speaks French campaign. It also supplements the brochures and videos already available through the AATF Materials Center and the work of the AATF Advocacy Commission, with its Web site of valuable resources. However, the focus of the French Language Advocacy Kit is on what one teacher, one ally, and one advocate can do to support and maintain a French program. The contributors to this initiative hope that, with this kit, every French teacher can gather the appropriate tools to mount an effective response to any challenge to the French program. After all, French is indeed a language of influence in the 21st century. Let's share the message!

For more information or to obtain a copy of these materials on CD/DVD, please contact the AATF at [aatf@frenchteachers.org].

Margot M. Steinhart
 Advocacy Kit Project Coordinator
 Northwestern University
 [m.steinhart@sbcglobal.net]

AATF STANDARDS MANUAL: Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice though Intermediate Level Language Learners



Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmember).

Name: _____

Address: _____

City, State, Zip _____

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

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 \$18 ___ M ___ L ___ XL

_____ T-shirts x \$19 ___ XXL

_____ Bags x \$12 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

NEW! T-SHIRT COLLECTION

We are pleased to announce a new series of T-shirts based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a *fable*. A new design will be available every six months or so. Twelve designs in all.



_____ T-shirts x \$18 ___ S ___ M ___ L ___ XL

_____ T-shirts x \$19 ___ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD WINNERS

2009 Elementary School Level

Right out of college, **Jo Ann Chiet** started her teaching career in public school. She taught middle school and then high school, not to mention doing after school clubs such as "French Cooking" and "Let's Travel to France."

After a stint as a stay-at-home mom, she returned to the work force with other certifications under her belt. After discovering the wonderful world of FLES, she did get to implement it, first at a large public school, and finally, in her present position at Harbor Country Day School, a small independent school on Long Island. There she was the sole person in charge of French for first through eighth grades. Lessons are infused with cultural tidbits, references to the Francophone influence in today's world, and personal memories from her studies in France.

Whether building *Palais de Glace* out of sugar cubes in 4th grade with their grammatical study of imperatives and Canadian culture or her annual French Bread Sculpture contest with her 6th graders in conjunction with their unit on food-related vocabulary, you can be sure she is also singing one of her many original tunes, and flashing cue cards to get her students (and at times, their parents) involved, excited and hands-on in their study of French and their involvement in the French curriculum.

2009 Middle School Level

Rodney Gérard

Taylor is "a foot soldier in the classroom and in the field of international education; he is a drum major for educational equity, opportunity and diversity." Those profound words stated by the Honorable U.S. Congressman John Lewis best describe Rodney Gérard Taylor's professional commitment and passion.



A native of Birmingham, AL, he attended high school in Los Angeles and college at Columbia University (NY). He furthered his French studies at the *Université d' Aix-en-Provence* and at the *Institut de Touraine*. Named three times as a National Endowment for the Humanities Scholar, Rodney holds masters degrees from the University of Mississippi and the *Universidad de Salamanca* in Spain.

Rodney first started teaching French in 1994 with the Mississippi Teacher Corps, serving rural, high-need areas. Currently he is a tenured French teacher at Bala Cynwyd Middle School in the Lower Merion

School District (PA), where he reinstated the 8th grade Quebec field trip and serves as an executive board member of the Montgomery County Association of Teachers of Foreign Languages. His students garnered some of the highest scores on the *Grand Concours* and earned 1st place awards in both the National French Week Poster and Essay Contests this year. "This teaching excellence award is a signal honor from my highly esteemed colleagues of AATF," he said. "I am very thankful. It is a humbling achievement and an amazing moment of grace for me and my entire family."

2009 Secondary Level

Barbara P.

Barnett, Chevalier dans l'Ordre des *Palmes Académiques*, is Head of Modern Languages at the Agnes Irwin School in Rosemont, PA where she has been teaching French since



1972. In addition to receiving an M.A. in French Language and Literature from Villanova University and her M.S. in Education from the University of Pennsylvania, she has studied at the Sorbonne in Paris and the *Université de Provence in Aix-en-Provence* and completed a stage at the *Centre de Documentation Juive Contemporaine*. Thanks to a grant from the National Endowment of the Humanities in 1993, she traveled to Paris and Le Chambon-sur-Lignon to interview French Holocaust survivors and Christian rescuers and subsequently co-produced two documentaries.

2009 Post-Secondary Level

Dr. Linda Quinn

Allen is an associate professor of French and world language education at Iowa State University. She is a frequent conference presenter at AATF and ACTFL and has published her work in journals such as *Foreign Language Annals*, *The Modern Language Journal*, and *The French Review*. In 2007, Dr. Allen co-directed an NEH sponsored, three-week institute for French teachers in Lyon, France. Dr. Allen was the recipient of the 2003 Iowa World Language Association Outstanding Educator Award and the 2002 Stephen A. Freeman Award for Best Published Article on Language Teaching Techniques.



ON-LINE FRENCH COURSES

The AATF would like to gather information about which colleges and universities offer French courses on-line. If you offer such a course, please send the following information to Lara Lomicka (Telematics and New Technologies Commission Chair) at [lomicka@sc.edu]:

1. Name of institution
2. Name(s) of course(s)
3. On-line since (date)
4. URL of the course
5. Any additional, useful information

We will compile the results and add them to the AATF Web site, making them accessible to all members.

CALENDRIER PERPÉTUEL

On what date...

- was the édit de Nantes revoked?
- was the poet Jacques Prévert born?
- did France win the World Cup in soccer?
- is the Swiss national holiday?
- was Gilles Villeneuve born?

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

Answers: 22 novembre 1685; 4 février 1900; 12 juillet 1998; 1^{er} août; 18 février 1950.

**July 4-7, 2010
Philadelphia**



Watch for updates on our Web site:
www.frenchteachers.org

La Diversité francophone:
passé, présent, futur

REPORT OF THE AATF COMMISSION ON PROFESSIONAL TEACHING STANDARDS

Based on survey results to commission members, the following report, with suggestions for revised goals for 2009-2010, is ready for review by the entire AATF membership. Participating members include Rosalie Cheatham, Carol Rubinstein, Frédérique Grim, Laura Roché Youngworth, Gaelle Berg, Linda Quinn Allen, Kirsten Halling, Bruno Bernardino, Christiane Zablit-Lorts, Évita Beranger, Rebecca Fox, Sarah Jourdain, Deanna Scheffer, Stephen Dubrow, and Susan Colville-Hall, Chair.

The goals for the commission for the last couple of years have been:

- a. help French teachers work toward National Professional Teaching Standards,
- b. create a research project to examine the perceptions of AATF members with regard to their own sense of teacher efficacy through the pursuit of National Standards and communicative language teaching,
- c. promote the study of French and Francophone cultures in the U.S. through a variety of means,
- d. promote international opportunities for teachers.

Survey questions

1. What do you see as the most pressing concerns for the commission?
2. What directions would you like to see the commission take with regard to your interpretation of professional teaching standards?
3. How should we reorganize and prioritize the work of the committee?
4. Please consider two additional areas:
 - a. self-assessment through a portfolio for teachers of French. Should we look at creating a special portfolio for teachers? Should we create a special portfolio for teacher candidates (student teachers)?
 - b. finding road blocks in communicative language teaching (what keeps some French teachers from using the language to teach their students French and therefore impedes the acquisition of the language by their students?)

Members' responses: the most pressing concerns

- **Advocacy:** "The most pressing concern is the disappearance of French instruction from K-12 schools and to a lesser extent from universities. Budget constraints are having a serious impact on hiring new French teachers and the continuation of existing programs. The profession needs to become far more as-

sertive quickly in insisting on the value of French in American education."

- **Language efficacy:** "My thoughts on teacher efficacy are vast and center on the belief that confidence is a huge factor impeding many teachers. If a teacher does not feel his/her French is 'good enough,' it will not be the main language used for instruction. For example, knowing how to say something adds to this. Unless you spent time in a French school, which many of us have not, phrases such as "it's due Tuesday" are achieved through circumlocution. Perhaps, providing hands on materials that teachers may purchase really cheaply would help build knowledge and confidence and allow them to carry out many classroom tasks and activities in the target language."
- **Help teachers create successful language programs:** "Many of our schools are test-driven. Whether it be state assessment or AP, that is how we are judged by outsiders. What is AATF doing to help teachers create successful language programs, thus high pass rates, on tests such as AP that are NOT IN LINE with the National Standards? Strong programs attract students and parents and earn the support of administrators."
- **Communicative Language Teaching:** "The research on communicative teaching would be interesting and could easily be done using a simple survey through e-mail or at the conference. Be certain to add basic factors such as how often do you speak French during a typical class? How often do your students speak French in the classroom? Is it required and at what levels?"
- **Promotion of French language learning as a relevant, global language of the future.**
- **Lack of Language Competence and Communicative Language Teaching:** "I feel there is a lack of fluency among the majority of teachers in the teaching of French language and French literature as well. Instructors are often lost for words and are not able to express themselves properly to convey meaning and to foster understanding of the subject area being taught. Many instructors, even the native speakers of French, tend to teach French in English. Perhaps this is due to the fact that in certain communities, besides the use of English, many other languages are spoken. French falls 'under the influence' through the interference or infiltration of outside linguistics

elements into the language. The spoken French becomes a literal translation of whatever the L1 language of the particular community may happen be."

- **French and la Francophonie:** "I think that we need to continue to work on aligning with both the K-12 Standards and the ACTFL/NCATE Standards so that teachers have the full context for their work. The portfolio contains evidence of teachers' understanding and application of both sets of standards, so finding ways to support teachers in developing, updating, and maintaining their knowledge of culture and language at all levels should be a pressing concern for AATF."

Professional development opportunities that could help French teachers

- "Three colleagues and I are offering a series of professional development workshops for local teachers funded through NCLB. Local K-12 teachers obtain 60 hours of professional development in the most current foreign language pedagogy. The project in 2009-10 will focus on NBPTS."
- "Developing some sort of 'teacher camp' where they could receive immersion sessions, as well professional development. If grants could sponsor it, it would allow teachers to do the camp for almost free."
- "Engaging teaching methods based on language acquisition principles."
- "Workshops on teaching exclusively in French, opportunities to use French in the community and creative/new pedagogical tools are always welcomed."
- "Professional development opportunities should not be limited to the culture of France and to that of the Francophone World. Teachers need the necessary tools to be able to teach French through the skills (reading, writing, vocabulary/word study, listening, speaking, viewing) at a deeper, more elaborate level, through language structures/conventions, cultural awareness, connections and comparisons; the development of more French study abroad programs (Belgium, Canada, France, Martinique, Senegal, Switzerland, etc.) fostering total immersion; the development of workshops for teaching reading, writing, etc. As a result well-trained, motivated instructors will be able to transfer knowledge to students. If those who teach learn as well, there's bound to be total acquisition of the language on both sides of the spectrum."

The Commission's goals

- "I do believe the current goals remain

relevant and I also believe that the addition of the two new goals mentioned are also pertinent. I feel that the Commission would need to prioritize these goals so that real progress can be made.”

- “I think the goals are strong as they are.”

How I would revise the Commission goals

- “While portfolios are useful, I’m not sure that this goal is as important or relevant as the others.”
- “One important goal of the committee, as stated, should be to inform, encourage and support teachers of French to successfully seek National Board Certification.”
- “Continue working toward stated goals and focus on developing reflective teachers.”
- “Regarding the future teaching of French in the U.S., the Commission goals echo my immediate concerns about the interpretation of professional French teaching standards, except that I would prioritize as follow:
 - ◆ promote the study of French and Francophone cultures in the U.S. through a variety of means
 - ◆ promote international opportunities for teachers
 - ◆ create a research project to examine the perceptions of AATF members with regard to their own sense of teacher efficacy through the pursuit of national standards and communicative language teaching
 - ◆ help French teachers work toward National Professional Teaching Standards (e.g. Develop a Standard French Curriculum Pacing Guide, Manual Review for teachers etc.)”

New Commission goals

- “Ensure commission work has an impact and presence in our teaching community.”
- “I would like to add that the work of this commission, and other AATF commissions, needs to have an impact not just for teachers but also for school administrators, parents, and students.”
- “Develop initiatives to move standards into post-secondary environment.”
- “An additional goal could include communication with French teacher training programs in universities and colleges to ensure that French teachers entering the field can demonstrate language competencies and skills in methodology and pedagogy. We have interviewed new college graduates in the past for teaching positions (both at the middle school and upper school level), people who have majored in French and have completed their student teaching, and we have been shocked by the inferior quality of their

French skills and their teaching techniques. I am concerned for the future of French education if this is what is now considered appropriate training. I feel that a professional teaching standards commission could have a major role in helping colleges and universities prepare the next generation of French teachers.”

- “Many teachers do feel it is impossible to teach only in the target language. I myself felt the same way, until a few years ago, when I decided to try. It worked and continues to work, although it is challenging.”

Directions I would like to see the Commission take in the future

- “Provide better PR materials for teachers to use in supporting and sustaining their programs.”
- “I think the portfolio is a good idea for teachers. Considering teachers’ professional development and application through their portfolio might help them build on what they learn and the way they teach. This might also help teachers find better ways to implement communicative language teaching.”
- “Promoting early French immersion programs around the U.S.”
- “By reviewing all the goals set out, I must agree, in all honesty, that the Commission is already headed in the right directions. Suffice to say that a stronger emphasis ought to be put on communicative competence acquired through the teaching of the skills.”

Road blocks in communicative language teaching (what keeps some French teachers from using the language to teach their students French and therefore impedes the acquisition of the language by their students):

- “I believe lack of preparation, lack of exposure to French on the part of the teachers themselves, result in the inability to transfer knowledge. Good will and motivation are no longer enough. To compensate, teachers look for expedients, relying solely on the teaching of culture, games, songs, dances, holidays and customs, movies, commercials, etc., while neglecting the workings of the language itself. Consequently we are forming generations of ‘bare-minimum’ speakers of French, limited in their use of the language. The bottom line is what has not been acquired cannot be transferred.”

Self-Assessment through a portfolio for teachers of French (Should we look at creating a special portfolio for teachers? Should we create a special portfolio for teacher candidates?)

- “We should definitely create a special portfolio for teachers to which teachers

will contribute their own experience (e.g., choice of a skill: best practices in reading, in writing, etc.); data will be collected and reviewed by the Commission.”

- “It is an absolute must to create a special portfolio for student teachers who often do not really know how to begin. They need directions, a special pacing guide to help them through, and which can also give them enough space to be creative.”
- “This is one of my primary areas of research. I have written several sets of portfolio guidelines and the foreign language ones are aligned with the National/NCATE Standards. I would love to contribute to this area in any way I can. Our ACTFL/NCATE portfolios are now electronic, and I have a research study in progress that I think will be informative.”
The Commission decided the best way to take advantage of these many suggestions was to create sub-committees and to invite members to serve in the capacity that interested them. The subcommittees are as follows:

1. National Board Certification, Deanna Scheffer, chair. Contact: [schefferd@episcopalhigh.org]. Also Steve Dubrow at [Stephen_M_Dubrow@mcpsmd.org]. **Goals:** (a) to inform membership about the National Board Certification opportunity (prepare article for *National Bulletin*); (b) to encourage members to seek National Board Certification (present sessions at local, state, and regional conferences); (c) to support members during their year of certification seeking through on-line contact.
2. Teacher Candidate Portfolio Committee, Rebecca Fox, chair. Contact: [rfox@gmu.edu]. Also Susan Colville-Hall at [colvillehall@uakron.edu]. **Goals:** (a) to develop a student teacher portfolio similar to the EPOSTL for use of AATF members; (b) to recommend a professional teacher portfolio for veteran teachers that could also serve to assist National Board Certification candidates.
3. College Teacher Training (will also work with the Teacher Candidate Portfolio Committee). Contact Frédérique Grim [Frederique.Grim@ColoState.edu] and Carol Rubinstein [CarolRubinstein@fcds.org]. **Goal:** to ensure language, cultural, and pedagogical competence in teacher training programs through surveys to teacher educators, teacher candidates, and/or new classroom teachers; articles about French teacher performance in the classroom, etc. Collaboration with Teacher Candidate Portfolio Committee and Immersion and Communicative Language Learning Committee

AATF Tête-à-Tête



- will help committee focus on quality language teacher training.
- Professional Development. Contact: Fred Toner [toner@ohio.edu]. **Goal:** to assist French language teachers in maintaining their language competence and pedagogical awareness through leadership in giving or recommending model professional development sessions.
 - Immersion and Communicative Language Learning Committee, Evita Béranger, chair. Contact: [delphitran@aol.com]. Also Kirstin Halling at [kirsten.halling@wright.edu]. **Goal:** to assist French language teachers in maintaining their language competence through immersion experiences and in developing techniques for communicative language teaching.
 - Curriculum (includes AP development), Evita Béranger, acting chair. Contact: [delphitran@aol.com]. Also Laura Roché Youngworth at [yworth@aol.com]. **Goal:** to explore the possibility of developing a recommended French curriculum for French language teachers with the goal of articulation and a high standard of achievement (including recommendations for the AP course).
 - International Experience, Susan Colville-Hall, chair. Contact: [colvillehall@uakron.edu]. **Goal:** to bring greater opportunities to French teachers and teacher candidates to examine the school experience in a French speaking country.
For additional information, contact: [colvillehall@uakron.edu].

- *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!*)

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

1. You are a professional.
2. It's a forum for your own research and professional interests.
3. Depth: a starting point for your scholarship and research.
4. Breadth: a way to keep abreast of major trends in all areas of French studies.
5. Ideas for course development and curricular design.
6. Ready-to-use classroom materials.
7. A great way to keep up with the latest coinages, idioms, slang, and acronyms.
8. Wonderful ideas for summer reading.
9. It's just one of the many benefits of AATF membership.
10. *C'est une affaire!*

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*Teacher-to-
teacher
Mentoring
Program*

CALENDAR OF EVENTS

THIRD BIENNIAL INTERNATIONAL CONFERENCE ON TASK-BASED LANGUAGE TEACHING, September 13-16, 2009, Lancaster, UK. Information: Web: [www.lancs.ac.uk/fass/events/tblt2009/index.htm].

INTERNATIONAL CONFERENCE ON HERITAGE LANGUAGES, October 23-25, 2009, Los Angeles, CA. Information: National Heritage Language Resource Center, Web: [www.nhlrc.ucla.edu]

AMERICAN TRANSLATORS ASSOCIATION, October 28-31, 2009, New York, NY. Information: 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; telephone: (703) 683-6100; fax: (703) 683-6122; e-mail: [conference@atanet.org].

AMERICAN TRANSLATORS ASSOCIATION, October 28-31, 2009, New York, NY. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; (703) 683-6100; Fax:(703) 683-6122; E-mail: [ata@atanet.org]; Web: [www.atanet.org].

TEXAS FOREIGN LANGUAGE ASSOCIATION, October 29-31, 2009, Austin, TX at the Renaissance Austin Hotel, Arboretum. Information: Web: [www.tfla.info/conferences] [http://www.tfla.info/conferences].

SECOND LANGUAGE RESEARCH FORUM, October 31-November 1, 2009, Michigan State University, East Lansing, MI. Information: Second Language Studies, A-712 Wells Hall, MSU, East Lansing, MI 48823; E-mail: [slrf2009@msu.edu]; Web: [sls.msu.edu/slrf09/index.php]

NATIONAL FRENCH WEEK/LA SEMAINE DU FRANÇAIS, November 4-9, 2009. Information: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org]

AFRICAN STUDIES ASSOCIATION, November 19-22, 2009, New Orleans, LA. Information: Kimme Carlos, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; telephone: (732) 932-8173; fax: (732) 932-3394; Email: asaamc@rci.Rutgers.edu; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 20-22, 2009, San Diego, CA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; telephone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LAN-

GUAGE LEARNING, November 20-22, 2009, San Diego, CA. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

MODERN LANGUAGE ASSOCIATION ANNUAL MEETING, December 27-30, 2009, Philadelphia, PA. Information: 26 Broadway, 3rd floor, New York, NY 10004-1789; telephone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

LINGUISTIC SOCIETY OF AMERICA, January 7-10, 2010, Baltimore, MD. Information: LSA, 1325 18th Street N.W., #211, Washington, D.C. 20036-6501; Telephone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org]

NATIONAL FOREIGN LANGUAGE WEEK, March 2-8, 2010. Information: Web: [lacitycollege.edu/academic/honor/amg/homepage.html]

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 4-6, 2010, Minneapolis, MN. Information: Patrick T. Raven, Executive Director, CSCTFL, PO Box 251, Milwaukee, WI 53201-0251; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [CSCTFL@aol.com]; Web: [www.csctfl.org]

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS, March 6- 9, 2010, Atlanta, GA. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760; E-mail: [info@aaal.org]; Web: [www.aaal.org]

TEACHERS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, March 24-27, 2010, Boston, MA. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; Email: [info@tesol.org]; Web: [www.tesol.org]

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 25-27, 2010, New York, NY. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Telephone: (717) 245-1977; Fax: (717) 245-1976; E-mail: [nectfl@Dickinson.edu]; Web: [www.nectfl.org]

OHIO FOREIGN LANGUAGE ASSOCIATION, April 8-10, 2010, Columbus, OH. Information: Web: [www.ofla-online.org]

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, April 15-17, 2010, Salem, NC. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Lau-

rel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org]

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 30-May 4, 2010, Denver, CO. Information: AERA, 1430 K Street, NW, Washington, D.C. 20005; Telephone: (202) 238-3200; Fax: (202) 238-3250; Web: [www.aera.net]

INTERNATIONAL READING ASSOCIATION, May 2-6, 2010, Los Angeles, CA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139; Email: [pubinfo@reading.org]; Web: [www.reading.org]

FREE TEACHING MATERIALS AVAILABLE THROUGH EMBASSY OF SWITZERLAND

Switzerland in Sight (La Suisse en Vue), is a new 95-page, fully illustrated paperback, published by Presence Switzerland. It features Switzerland in all its diversity, both in its traditions and as a modern state. It provides a comprehensive overview of the country's geographical and social texture, its political structure, its economic achievements, and its scientific, educational and cultural aspects. It is designed primarily for high school or college. *Switzerland in Sight* can be ordered in classroom sets of 10 plus a teacher manual, which provides ideas for use in the classroom.

There are also other materials that can be ordered:

1. "Switzerland in its Diversity" Poster: one side of this fold-out poster is a scenic view, the other has statistical information and a time line.
2. "Swissworld.org" postcard explaining a very useful and comprehensive Web site on Switzerland in detail.
3. "Switzerland in its Diversity" map: small map of the country on one side and a population and cantonal maps on the other.
4. "Folk music of Switzerland" CD: presents natural sounds as well as Swiss-German and Swiss-French folk songs
5. "Switzerland Update" DVD; a 20-minute introduction to the nation.

To order any or all of these free items, please write to Christine Rütimann at [christine.rutimann@eda.admin.ch] at the Cultural Section of the Embassy of Switzerland, Cultural Section, 2900 Cathedral Ave., NW, Washington, DC 20008.



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REMINDER: IMPORTANT DEADLINES AND DATES

- October 15 Deadline for submissions for National French Week Poster and Essay Contests (see page 42)
- November 1 Deadline for return of ballots to National Headquarters (see page 29)
 Deadline for submissions for the January issue of the *National Bulletin*
- November 4-9 National French Week (see page 42)
- December 1 Deadline for receipt of nominations for the 2010 AATF/Concordia Language Villages/French Embassy Administrator of the Year Award (see page 29)
- December 15 Deadline for submissions of proposals for the 2010 AATF convention in Philadelphia (see page 34)
- January 1 Change in AATF Regional structure takes effect (see page 24)
- January 20 Deadline for receipt of applications for ASFAP Scholarship (see page 12)
- February 1 Deadline for receipt of nominations for the 2010 Dorothy Ludwig Excellence in Teaching Awards (see page 23)
 Deadline for receipt of nominations for the 2010 ISE Language Matters Award (see page 30)
- July 4-7 AATF Annual Convention in Philadelphia (see page 41)
- August 1 Deadline for receipt of submissions for the *French Review* special issue on Quebec (see page 34)

QUICK FACTS

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

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

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

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

**2010 AATF ANNUAL CONVENTION
PHILADELPHIA, JULY 4-7, 2010**