



Gladys C. Lipton

Chers Collègues,

The first thing I learned as President of the AATF was that the president does not work alone. It is hard to believe that my three-year term as president of the AATF is drawing to a close. The best part of being president has been the opportunity to meet so many of our members and to work closely with so many colleagues, from FLES* through university levels.

Without a doubt, the AATF has many remarkably energetic and gifted teachers. The lion's share of credit for some of AATF successes goes to so many of our members who actively suggested constructive ideas, joined colleagues on school and university levels to implement many AATF projects such as *La Semaine du français*, recruited new AATF members, attended AATF regional and national conventions, contributed excellent articles and shared information in our *French Review* and *National Bulletin*, kept abreast of new technological advances, defended French in some publications, entered students in *Le Grand Concours*, organized campaigns to save threatened French programs, participated in summer scholarships abroad, worked hard on AATF committees and commissions, and who served in so many different ways to protect, encourage, and support the study of French and teachers of French.

I am delighted to salute the many students of French who are enrolled in classes from FLES* through university levels and who are continuing to learn so many varied aspects of French language and Franco-phone cultures. These students are not in French classes by chance; they are there

because they have chosen to study French. We are pleased with their progress, their recognition of the many different reasons for studying French, and for their continuing efforts to gain mastery of the French language in order to use their skills for further study, for careers, for personal enjoyment of travel, of literature and of film, and for the fulfillment of their lives now and in the future.

I acknowledge with gratitude, the contributions of the distinguished AATF leaders and mentors with whom I have worked and from whom I have learned so much, such as **Fred Jenkins**, former AATF Executive Director, *Présidents honoraires*, **Rebecca Valette** and **Albert Valdman**, and former Vice-Presidents **Bernard Petit** and **Jacqueline Donnelly**.

I wish to express my appreciation to our ever-growing list of AATF partners for their support and assistance and encouragement, such as the high-level representatives at *le Ministère français des Affaires étrangères*, *le Ministère des Relations internationales du Québec*, *la Communauté française de Belgique*, *le Service culturel de l'Ambassade de France*, the Embassy of Switzerland, *la Chambre de Commerce et d'Industrie de Paris (CCIP)*, *le FIAP Jean Monnet*, *la Fédération internationale des Professeurs de Français (FIPF)*, *la Commission Amérique du Nord (CAN)* of the FIPF, and *l'Alliance Française*, to mention just a few of our many international collaborative connections.

It is with great admiration and affection that I salute the extraordinary contributions of the **AATF Executive Council**, Jean-Pierre Piriou, Jayne Abrate, Marie-Christine Koop, Judith Johannessen, Brenda Benzin, Christopher Pinet, James Gilroy, Jane Goepper, Sidney Teitelbaum, Geraldine O'Neill, Joyce Beckwith, Robert Ludwig, Diana Regan, Lee Bradley, Mary Jo Netherton, Ann Sunderland, Helen Lorenz, and Vincent Morrissette. This is a unique group of individuals who worked together with an esprit de corps par excellence. I am filled with gratitude to each and every one of them for their wisdom, their energy, their dedication, and for their very tangible efforts on behalf of all members of the AATF. The broad vision of the members of the Executive Council made it possible to organize many new projects and programs dur-

ing the last three years, many of which were aimed at assisting teachers of French to improve the status of French, such as **National French Week: *La Semaine du français***. The enthusiastic support of the members of the Executive Council was invaluable in energizing teachers of French to become more involved in the AATF, in their schools, and in their communities. Planning three well-attended conventions, two abroad in Montreal and Paris and one in St. Louis, would have been very difficult without the support of our very action-oriented members of the Executive Council.

We are all extremely indebted to our Executive Director, **Jayne Abrate**, and her staff, **April Walsh**, **Rosalba Correa**, and **April Cole**, for their untiring efforts to support the many AATF members as well as the many projects and programs of the AATF, on all school and university levels. Jayne Abrate is a very competent, creative, and technologically involved Executive Director. She has completed her first three-year term of office, and now, in her second term, continues to serve the AATF with great distinction and responsibility. It is thanks to Jayne and her team that we have had three successful conventions. Through Jayne's active involvement, our Web site has helped to unite teachers of French throughout the country. I wish to express my deep appreciation to her.

Please permit me to sing the praises of three other persons: the first is **Christopher**

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Pinet, for his outstanding work as editor of the *French Review*, a nationally and internationally acclaimed publication. The second is **Jane Goepfer** for her wonderful work as editor of the *National Bulletin* which keeps us all up to date with what is happening in the AATF and the field of foreign languages. The third is **Sidney Teitelbaum**, as well as his staff, for his direction of the *Grand Concours*, which is so important to our members and their students. What a great accomplishment this year to have reached over 92,000 students of French, from FLES* through grade 12!

There are many important AATF committees, and I cannot mention them all. I would like to highlight the work of two hard-working groups of dedicated professionals. The first group involves the heads of the AATF Commissions, of which four new Commissions were added during my tenure. These new Commissions were created to address the needs and interests of teachers of French on each of the school, college, and university levels. The various Commissions researched the needs of French teachers and, among other activities, produced reports, brochures, and in some cases, books; one Commission wrote and received a grant for the AATF of over \$300,000 (congratulations to **Steven Loughrin-Sacco**). The **Commission Chairs** are Raymond Comeau and Jacqueline Thomas (Promotion of French), Thomas Cox (Articulation), Edward Knox (Universities), Sherry Dean and Mary Jo Netherton (Community Colleges), Marie-Christine Koop and Sharon Rapp (Cultural Competence), Gladys Lipton and Lena Lucietto (FLES*), Steven Loughrin-Sacco (Business and International Trade), Brenda Benzin and Molly Wieland (High Schools), Patricia Duggar and Janel Lafond-Paquin (Middle Schools), Susan Colville-Hall and Toni Theisen (Professional Teacher Standards), Nancy Gadbois and Robert Lafayette (Student Standards), and Townsend Bowling (Telematics and New Technologies). *Félicitations!*

The second group deserves kudos for its willingness to venture into something new, resulting in two successful years of celebrating **National French Week: La Semaine du français**. This group helped to motivate and inspire teachers across the country, on all school and university levels, adding a new dimension to AATF programs. Following are the leaders of the **NFW/SDF Team**: Jayne Abrate, Joyce Beckwith, Lee Bradley, Raymond Comeau, Sherry Dean, Jacqueline Donnelly, Gladys Lipton, Helen Lorenz, Robert Ludwig, Vincent Morrissette, Mary Jo Netherton, Geraldine O'Neill, Jean-Pierre Piriou, Diana Regan, Margot Steinhart, Ann Sunderland, and Jacqueline

Thomas. *Merci, merci, merci!*

To conclude this, my last presidential message to the membership, I would like to express my thanks to you all for giving me the opportunity to serve as AATF President. It has been an honor and a joy. As I leave this office shortly, I am pleased to pass the baton to my very able and talented successor, **Jean-Pierre Piriou**, who begins his term of office on January 1, 2001. I applaud his many outstanding contributions to the AATF to date, and I am certain that he will continue to explore many new directions to make meaningful progress for teachers of French on all school and university levels.

Avec mes très amicales salutations,



Gladys C. Lipton

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Promotional Materials

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

Check out the

- **AATF Materials Center (p. 38)**
- **French Promotional Kit (p. 31)**
- **Promotional Flyers (pp. 31, 39)**
- **Other Promotional Items (p. 28)**

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON CULTURAL COMPETENCE

Acquiring Cross-Cultural Competence: Four Stages for Students of French. Howard L. Nostrand, Allen W. Grundstrom, and Alan J. Singerman; 1995, 142 pp. Describes the essence of cultural differences and how to assess student performance in each learning stage. Available ONLY from National Textbook Co., 4255 W. Touhy Ave., Lincolnwood, IL 60646; order #EL1784-0, \$15.60 (special AATF price includes shipping, if prepaid).

See new Culture Commission volume ordering information on page 42.

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

Vol. 1: Issues and Methods in French for Business and Economic Purposes, edited by Patricia W. Cummins, 1995, 172 pp., \$24.00. Contact AATF Headquarters regarding availability (while supplies last).

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, edited by Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25.00 + \$3.00 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Prices are subject to change without notice.

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AATF NATIONAL BULLETIN

November 2000

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Reading Committee: Mathé Allain, University of Southwestern Louisiana; Therese C. Clarke, Williamsville Central School District, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Isabelle Main, Mountain View High School, Mesa, AZ; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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Deadlines for submissions of materials to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

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

A MESSAGE FROM THE EXECUTIVE DIRECTOR

Now that the second National French Week is under our belts, it is time to start thinking about future activities. National French Week 2001 and 2002 will take place November 7-13. These dates go from mid-week to mid-week and allow teachers, schools, and chapters to schedule community events on the weekend, events such as concerts, film festivals, or student performances. A new poster is being designed and will be distributed to all members in the April issue of the *National Bulletin*. In addition, we will have stickers, bumper stickers, balloons, pens, buttons, and invitations for our members to order at cost. Watch future issues of the *National Bulletin* and consult the AATF Web site at [http://aatf.utsa.edu/] regularly for updates.

Use the lessons learned from National French Week all year long. Publicize what you and your students do and remember to invite those target audiences to your activities. Letting counselors and administrators and parents see first hand what students can do with their French skills is the best promotional tool.

Plans are underway for next summer's convention in Denver. Mark your calendar

now for July 5-8 at the Hyatt Regency Hotel in downtown Denver. We are working with our local committee, chaired by Ann Williams-Gascon and Alain Ranwez, to offer another outstanding convention. The proposal form can be found on page 7, and the deadline for submitting proposals for the Denver convention is December 15. We look forward to having a wide variety of sessions and workshops in French and in English on cultural, linguistic, literary, as well as pedagogical topics. July in Colorado is a wonderful time of year; bring your family and make it a vacation.

We are always trying to develop new promotional materials to help teachers convince parents and administrators of the value of learning French, to provide useful information for the classroom, and to encourage students in their study of the language. Last year we introduced color notecards made from the winning posters in the 1999 FLES* Poster Contest. In this issue, you can read about two new flyers, "French By the Numbers" and "French is Not a 'Foreign' Language," developed by members of the AATF Commission for the Promotion of French

(see page 39). In a future issue, you will read about posters being prepared based on the theme "Parlez-vous...?" A series of abstract, color posters (11 x 14 inch) will soon be available: "Parlez-vous...cuisine?" "Parlez-vous...histoire?" "Parlez-vous...sports?" "Parlez-vous...sciences?" "Parlez-vous...français?" The abstract nature of the posters make them ideal for stimulating discussion among students of all ages and skill levels. A teaching guide will eventually be developed to accompany the posters which will attract even more attention to French.

As the new membership year is upon us, we would like to ask all current AATF members to recruit at least one new AATF member. Share an old issue of the *National Bulletin* or the *French Review* with your colleagues, particularly new teachers or student teachers. Contact colleagues in isolated areas or alone in their school or community. Each new member means that we can do more to serve the needs of French teachers nationwide.

Jayne Abrate
Executive Director
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Instructions to Publishers

- Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
- In cases where the stockholder or security holder is a trustee, include in items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check the box. Use blank sheets if more space is required.
- Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
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Failure to file or publish a statement of ownership may lead to suspension of Periodicals authorization.

PS Form 3526, September 1998 (Reverse)

REGIONAL REPORTS

REGION III: NEW YORK STATE

The major event of the year for all chapters was National French Week. Two chapters received grants from AATF—the Buffalo Chapter and the Hudson Valley Chapter with Saratoga as the focal point. The Central New York chapter started the year with a presentation by Abbe Guillet of Baker High School and Barbara Gordon of Liverpool High School, who reported on their NEH Institute in Senegal, West Africa. President Warren Scoones presided over the Spring Awards luncheon with an attendance of 275 students, parents, and teachers. There were 43 national winners in the chapter, and Timothy Collett, a first place winner, won a trip to Paris and was offered the opportunity to apply for a tuition-free scholarship to attend the American University in Paris for the 2000-2001 academic year.

The Rochester Chapter, under the guidance of Patricia Impson, promoted National French Week and used e-mail extensively to keep members informed. A newsletter was also sent out to chapter members.

The Western New York Chapter had special celebrations for National French Week, which opened with a gala reception at the Burchfield-Penney Art Center. A trio from the Buffalo Philharmonic Orchestra provided musical background. The co-chairs for this event included President Brenda Benzin, Kandace Lombart, Neil Lange, and Bernard Kunz. The regular activities began with *La Fête du Français* which was the French cooking school chaired by Nancy Burns, featuring Chef Joel Chenet. A career fair was subsequently held at Buffalo State College campus with Ghislaine Rouly and President Benzin organizing this event. That evening a film series, sponsored by the Canadian Consulate, was inaugurated. The next day old Fort Niagara, the only French fort in the U.S., welcomed guests with a presentation on "The French on the Niagara." Bernard Kunz, a resident jazz musician, presented selections on WBFO radio (FM 88.7). Other events included a concert by Éric Vincent, a presentation by AATF member Dr. George Joseph on "Une Soirée sénégalaise, a potpourri culturel français" at the Unitarian Universalist Church in Amherst. The conclusion was an all French dinner and cabaret show featuring Lynn Trembley of Toronto. The department of foreign languages at Buffalo State College, chaired by Lucy Schwartz and Émile Netzhammer, Dean of Arts and Humanities, were most helpful in preparing packets for the celebration.

In March, the chapter presented a pro-

gram at SUNY Buffalo on "Do You Want to Become a French Teacher?" with 30 students in attendance. The last week in June featured an adult immersion week, sponsored by Buffalo State College with the Chapter's co-sponsorship. Dr. Elian McKee and Dr. Lucy Schwartz are prime movers.

The Hudson Valley Chapter reported a highly successful National French Week celebration with nearly 1500 people in attendance at the evening performance. It was an evening of French song and dance. Part of the evening was devoted to the awarding of prizes to the winners of a poster contest which had as its theme "French Week 1999." The second half of the year was devoted to the *Grand Concours* with almost 1900 students taking part. The *Grand Concours* was chaired by Robert J. Ludwig. An awards ceremony, attended by over 200, was held at Union College in May.

Robert J. Ludwig
Region III Representative

REGION IV: MID-ATLANTIC

During this past year, it was a pleasure to visit with the New Jersey Chapter, the Delaware Chapter, the Maryland Chapter, the Lehigh Valley Chapter, the Northern Virginia Chapter, the Susquehanna Valley Chapter, the Virginia Chapter as well as work closely with the Philadelphia Chapter. I hope to meet with the Pittsburgh Chapter this October during the Pennsylvania State Modern Language Conference which will take place in Pittsburgh.

The destruction of the gardens of Versailles gave this region a common cause to support. Six of the eleven chapters responded positively to the request of a donation of \$154 per chapter. The money was forwarded to Friends of *Vielles Maisons Françaises* to help replant the trees destroyed by the December 1999 storms. Several of the chapters that declined stated budgetary reasons. We received an acknowledgment for each participating chapter. We are currently waiting to receive an official certificate from the committee at the *Château de Versailles* that will list the species and location of the trees. Each participating chapter will have its own tree labeled as AATF-_____ Chapter. We are all very excited about this project (see announcement on page 23 for more information). We hope to be able to find our own trees at Versailles!

CHAPTER ACTIVITIES

Delaware

There was a flurry of activities this past year under the leadership of the new President, Alice Cataldi. Alice informs me that membership has increased by 20% and at-

tributes the increase to constant communication (board meetings, e-mails, letters) with the teachers. I personally attribute the increase to Alice's engaging and "bubbly" personality and to the fact that she will not take "no" for an answer. Many of the teachers in her chapter wrote about National French Week activities including a Cabaret Night for parents and students, a display of French realia, and other activities that were announced in the Wilmington newspaper, *The News Journal*. *La Journée de la Francophonie* (March 7, 2000) attracted 511 high school students and 300 university students mostly from the University of Delaware. The event was publicized in the local newspaper, *The Review*. Students enjoyed singing, dancing, foods, storytelling as well as the posters prepared by the University of Delaware students. It was held at the Trabant University Center of the University of Delaware. Alice informs me that a committee has been formed for this year to conduct events on the state level and to expose the public to French. The Delaware Chapter has made great strides and will continue to do so now that Alice has attracted the attention of the teachers and has encouraged and supported them in their efforts.

Maryland

The Maryland Chapter has completed another very successful academic year of Francophone-centered activities, including the presentation of programs celebrating *La Semaine du Français* and awards ceremonies for Maryland's large number of National French Contest winners. Activities were sponsored by the Maryland AATF Chapter under the direction of its 1999-2000 Executive Committee: President Carleen Leggett, Vice-President Marya Zeigler, Secretary Nicole Minnick, Treasurer and Contest Administrator, Lorna Wingate.

The *Atelier d'automne* led by Carleen Leggett and held as part of the Maryland Foreign Language Association's annual fall Conference, focused on "La Femme de l'Afrique Francophone," with a showing and discussion of a French-language documentary film from Togo, *Femme aux yeux ouverts*.

"Danses de l'Afrique francophone" by Brenda Brown of the Sankofa Dance Company was the centerpiece of National French Week activities in Maryland. The program included an extensive Francophone African cultural exhibit by former Fulbright scholar William Benjamin. The program also featured displays of AATF materials and official National French Week proclamations by Maryland Governor Parris Glendening and Baltimore Mayor Kurt Schmoke.

AATF Maryland enjoyed another banner year of participation in the National French Contest under the direction of Lorna Wingate. There were 1575 students registered, and Maryland was once again number two in the nation for FLES. A total of 237 students registered in Maryland were national finalists, with 8 gold medal winners, 24 silver medalists, and 205 bronze awardees. Contest winners, along with their parents and teachers, were honored and awards were presented by President Carleen Leggett and Diana Regan at the annual Maryland AATF *Déjeuner français*, held at the Restaurant Jeannier in Baltimore. On this occasion, a plaque was also presented by the chapter to Lorna Wingate, who had been named a national Best Treasurer winner in 1999 in recognition of her many years of excellent service in this capacity. The chapter also awarded a plaque to Carleen Leggett, who had received the distinction of being named by the French government *Chevalier dans l'Ordre des Palmes Académiques*.

New Jersey

The New Jersey Chapter under the leadership of President Viviane Levy continues to prosper. Viviane reports that they had 1800 participants in *le Grand Concours* ("bien plus que l'année dernière"). Their annual outing in New York took place in December—dinner at a French-Tunisian restaurant and attendance at an avant-garde play by a contemporary French author under the auspices of UBU Repertory Theater. Approximately 25 members were there along with M. Charles Barrière and Mme Barrière, Diana Regan, and Sister Mary Helen Kashuba.

The *Journée Pédagogique* took place in May at the Arthur L. Johnson High School in Clark, NJ. The guest of honor was *le Sénateur* André Maman. The participants were invited to present an activity that worked well in the classroom concerning "Les Grands Travaux à Paris de la fin du XX^{ème} siècle" led by Professeur Marie-Christine Masse from Drew University. Dr. Davida Brautman presented "Le Centenaire de Jacques Prévert," and members were invited to bring a favorite Prévert poem for discussion. The last session was dedicated to the songs and music of Paris. This event was subsidized by *le Service culturel* de

l'Ambassade de France.

The New Jersey Chapter offered an incentive of 50% reduction of dues to those members who recruited new members for the chapter.

Jolene Lichtenwalner, Secretary-Treasurer, won a *Stage d'été en France* in a contest entitled "Poèmes sur la Francophonie" offered by the *Service culturel*. Jolene spent four weeks at CAVILAM Vichy and was organized by the *Service culturel*. Alice Ennis, another active member of the New Jersey Chapter received a Fulbright to Senegal and will spend a year there. *Félicitations* to both Alice and Jolene!

Two members presented at the *congrès* in Paris: Jolene Lichtenwalner shared her experience at St. Pierre et Miquelon, and Vivian Levy presented "*Les Armes de l'esprit* de Pierre Sauvage: Chambon sur Lignon et

out more French teachers, French programs are in danger of being dropped.

Pennsylvania: Lehigh Valley/Central Pennsylvania

It was a great pleasure to visit the Lehigh Valley Chapter and be part of the *remise des prix pour le Grand Concours* at Mulhenberg College. Judith Vichr did a marvelous job as Contest Administrator. There were about 60 parents, students, and teachers present.

President Pascale Dewey has been working diligently to keep French alive at Kutztown University, and she has been successful. She cites the MATAPAT concert last November in conjunction with National French Week. MATAPAT is a group of three musicians from Quebec who present traditional music and dancing. During the Canadian Studies Consortium at Mansfield University, two of her students presented papers on Gabrielle Roy and the *Tin Flute*. There were five other students who presented papers on the "*Front National*," "*SOS Racisme*," and "France Within the European Union."

Members of the Lehigh Valley Chapter responded to a questionnaire concerning National French Week. The activities and trips organized by these teachers in celebration of National French Week were energetic and very exciting. Aside from the usual school assemblies, trivia contests, and French cuisine, many of the teachers organized trips to the Philadelphia Art Museum, to Montreal, Quebec, and to New York City for dinner in a French restaurant and to see the opera

Carmen. Although a small chapter, these teachers must be recognized for their dedication, their creativity, and their hard work for taking the extra time and effort to organize these amazing activities.

On a sad note, the Central Pennsylvania Chapter suffered the loss of their President Linda Emmanuel this past spring. The Lehigh Valley Chapter generously offered to take over some of the responsibilities of the chapter, including the administration of *le Grand Concours* to the students in that chapter.

Pennsylvania: Northeastern Chapter
President Margaret Corgan writes that the only real activity the chapter sponsors is the contest and the awards dinner. This year they had 143 people at the awards din-



NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS

Pour la reconnaissance,
l'étude, et la promotion
de la langue française et
des cultures
francophones

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

du 7 au 13 novembre 2001

Initiatives locales, régionales, et nationales
aux États-Unis

Consultez le *National Bulletin* et la page Web de l'AATF
[<http://aatf.utsa.edu/>] pour d'autres renseignements.

les enfants cachés sous l'Occupation." President Levy procured a proclamation for National French Week from Governor Christy Whitman as well as 15 mayors and Senator Torricelli.

New Jersey has passed a mandate requiring the teaching of foreign languages in the elementary schools. More language teachers are needed, and the AATF New Jersey Chapter has been working with M. Charles Barrière from the *Service Culturel* and the New Jersey World Language Coordinator, Janis Jensen. M. Barrière has enlisted the aid of the Franco-American Chamber of Commerce to help attract teachers to New Jersey and to advertise the importance of French in the global economy. This project has been given priority because with-

ner for the 54 winners including FLES. The dinner featured a French menu and a program entirely in French. The dinner is always very successful.

Pennsylvania: Philadelphia Chapter

Thanks to the hard work and dedication of the National French Week Steering Committee, National French Week was a great success in Philadelphia. The Chapter received proclamations from Mayor Edward Rendell and Governor Thomas Ridge. *Le Sénateur* André Maman came as the guest of honor at the opening reception held at Chestnut Hill College. Among the many activities offered to the students and the public, the most visible was the lighting of the Philadelphia Electric Company Building with the words "Parlez français—Celebrate National French Week, Nov. 4-10, 1999." Philadelphia was thrilled to see it featured on the AATF Web site and in the center page of the Paris *congrès* program.

National French Week was brought to the attention of the community via a public television station, WYBE. The manager of the station is willing to continue the French programming during National French Week 2000 and has asked Diana Regan to appear on the program "Philly Live" to talk about the AATF and French in the Philadelphia schools. This program will possibly be aired during National French Week 2000.

A *matinée francophone* at the International Center featuring African dancers and singers was offered to 475 students and teachers. Croissants and mineral water were served to attendees. There was also an essay contest with prizes for the various levels of achievement.

The Philadelphia Chapter would also like to thank and give public recognition to the Honorary French Consul in Philadelphia, Mme Danièle Thomas-Easton for all her support and encouragement. She was a tremendous help in facilitating many of the activities sponsored by this chapter.

Other activities of the chapter included a program, in coordination with the *Alliance Française*, on Lafayette and, in April, Françoise Gramet from the University of Pennsylvania spoke on "Les Déterminants culturels."

Congratulations to Sister Mary Helen Kashuba, former President of the Philadelphia Chapter, former AATF Regional Representative, and long-time National French Contest Administrator. She was recently elected to the Board of Directors of the Northeast Conference. Congratulations also to former Regional Representative Roseanne Simon for receiving an AATF/French Cultural Service *bourse* for study in France this past summer.

Pennsylvania: Pittsburgh Chapter

The Pittsburgh Chapter experienced a change of presidents in the past year. President Colette Levin resigned last summer due to the demands of her job at the University of Pittsburgh-Greensburg. Her tenure as president was important because she revived the chapter, gave it by-laws in accordance with national practices, and brought interesting and well-attended activities to the community. Sylvie Rockmore from Carnegie-Mellon has been elected the new president of the chapter and is now in the process of reorganizing the chapter and its activities. National French Week was celebrated throughout the chapter in various forms: films, conferences, and dinners. At the last meeting, it was decided that there would be a bulletin sent to all the members to communicate the activities for National French Week. The play *La Leçon* by Ionesco will be offered in French.

Le Grand Concours continues to be the most important chapter activity. The numbers of students participating are increasing, and several schools have enrolled 100% of their students in *le Grand Concours*. This chapter boasts of home-schooled students who have been enrolled in the contest.

Pennsylvania: Susquehanna Valley Chapter

President Joanne Piotrowski attended the Pennsylvania State Modern Language Association Conference in October in Philadelphia where we were able to share ideas about her chapter activities. She invited me to a meeting in November. The chapter is small but very active. Many of the members have given or are planning to give workshops (especially on Quebec) at various local and state conferences.

Northern Virginia Chapter

President Libby Schollaert reported that the Northern Virginia Chapter was very pleased to sponsor an evening with Monique Jutras during National French Week. Monique sang and explained *Québécois* music and played unusual homemade instruments used by rural people. The music was very appealing, and students, teachers, and invited guests were very enthusiastic about the evening. Monique was invited to return in November for National French Week 2000. Libby also reports that *Le Grand Concours* continues to be the major activity of the chapter. She claims there is some interest in activities, but that many teachers simply do not have time. Hopefully, the activities of National French Week will encourage teachers. She is continuing her efforts to keep the chapter alive.

Virginia

During an organizational meeting in Feb-

ruary, President Françoise Watts and her chapter officers discussed the major activity that would take place in April. The chapter organized an immersion weekend of French films for teachers. The program was sponsored in part by the Cultural Service of the French Embassy in Washington, DC and COGEMA. Teachers were offered professional credits, and there was funding available for those who qualified. Members of the executive council also developed a pamphlet inviting teachers to join the AATF.

The success of National French Week in Region IV has been overwhelming. Everyone to whom I spoke was excited by the movement and felt re-energized by the thought that all French teachers are working together toward a common goal. Some teachers told me that they no longer feel alone in their classrooms. They feel that now they are part of an active, living organization that has been most helpful in support of their efforts. They know that they have a place to go for information, ideas for activities, and practical materials. Congratulations to the AATF for planning National French Week and for all the work everyone has done to make it happen! It is working!!!

AUX ARMES!!! AU BOULOT!!!

Diana M. Regan

Region IV Representative

New FLES* book available from NTC/Contemporary Publishing at 1-800-323-4900. **AATF RECEIVES ALL ROYALTIES!** Celebrating the last "duodecade" of the Reports of the National FLES* Commission

A Celebration of FLES Sequential FLES, FLEX, and Immersion*

Gladys C. Lipton, Editor
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Publishing Company and AATF, 1998

Authors: Evelyne Cella Armstrong (CA); Pat Barr-Harrison (MD); Christine Brown (CT); Lynne B. Bryan (GA); Suzanne Cane (RI); Astrid M. DeBuhr (MO); Patricia R. Duggar (LA); Juliette Eastwich (MD) and Elizabeth Tomlinson (MD); Paul A. Garcia (MO); Virginia L. Gramer (IL); Dora F. Kennedy (MD); Phillip Korfe (SD); Katherine C. Kurk (KY) and Hilary W. Landwehr (KY); Gladys C. Lipton (MD); Lena L. Lucietto (LA); Elizabeth Miller (CA); Peter Negroni (MA); Maureen Regan-Baker (CT); Kathleen Riordan (MA); Harriet Saxon (NJ); Rebecca Valette (MA); Alan S. Wax (IL) and Lydia Hurst, Kathleen Durkin, Diane Merenda (IL); Deborah Wilburn Robinson (OH), and a FOREWARD by Senator Paul Simon.

CALL FOR PRESENTATIONS 2001

74th Annual Meeting — American Association of Teachers of French

July 5-8, 2001, Denver, Colorado

"Francophonie: le monde à votre portée"

- This completed application must be postmarked by **December 15, 2000**.
- You will be notified by February 15, 2001 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interaction is strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs. Fill out the form completely.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate MULTIPLE PROPOSAL on each form. Preference will be given to proposals submitted by AATF members. Presenters must be AATF members to participate in the convention.
- Send *five* copies (Do not fax or e-mail) to **Dr. Jean-Pierre Piriou, Dept. of Romance Languages, University of Georgia, Athens, GA 30606**. Inquiries only: FAX: 706-542-3287; E-MAIL: [jppiriou@uga.edu]

PLEASE TYPE ALL INFORMATION.

Name: _____

Co-Presenter(s): _____

School Affiliation (to appear in program): _____

Addresses (indicate preferred mailing address): _____

Work: _____

Phone: _____ Fax: _____

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Home: _____

Phone: _____ Fax: _____

E-mail: _____

Type of Presentation: _____ Workshop _____ Round table discussion _____ Presentation

_____ Commission (Circle one: Open / Closed) _____ Other (Please specify.)

Title of Presentation: _____

Anticipated Audience:

_____ FLES* _____ Middle School _____ High School _____ University _____ All

Length of Presentation: _____ 30 min. _____ 75 min. _____ 3 hrs. _____ Other _____

Audio-visual needs: _____ Overhead projector _____ Slide projector _____ Audio cassette player

_____ VCR/Monitor* _____ Computer* _____ Other (Please specify.) _____

***AV equipment is very expensive to obtain. Please limit your requests to items you absolutely need. Requests for more expensive equipment (VCR/computer/other) will require payment of a fee. Please contact Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: [abrate@siu.edu]**

On a separate page, please submit the following information, written in the language which will be used for the presentation; use the language in which you can communicate most effectively.

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee. Include (a) content, (b) procedures, and (c) benefits to audience.

Date: _____ Signature: _____

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NEW BRAIN RESEARCH AND FLES*

"We were interested in determining which systems of the brain grow fastest at different ages. We were using MRI scans to see dramatic, localized growth, in children scanned repeatedly between ages 3-15. There was a region of extraordinary growth between ages 3-15. There was a region of the corpus callosum which we know sends fibers selectively to Wernicke's language area at the cortex. There was also prominent growth in the language cortex itself, suggesting a key maturational phase in brain regions that support the learning of new languages. Equally surprising was a dramatic shutting-off of this growth just after puberty, at ages 13-15. It was like seeing a wildfire of growth that just stops. As you know, this makes a lot of sense in the context of second-language acquisition, as brain researchers and educators have known for years that a 'critical period,' in which children are most efficient at learning new languages, ends around puberty. Of course, that doesn't mean to say that you can't pick up these skills later, it will just be harder to do because the brain is less 'plastic' (i.e. less able to adapt, reorganize, and make new connections) than during a period of dramatic tissue growth. The new imaging research seems to reveal a physical process in the brain that is likely to correspond to the ending, around the age of puberty, of period of maximum efficiency in learning new languages."

Paul Thompson's communication to Gladys Lipton, 10/2/00

Article reference: Thompson, P.M., Jay Giedd, et al., "Growth Patterns in the Developing Brain by Using Continuum Mechanical Tensor Maps," *Nature*, 404, March 9, 2000, 190-193.

AATF SMALL GRANTS

At the Paris Convention, the Executive Council again renewed the AATF Small Grants program for 2001 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2001**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by the Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

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

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), 1998 (Nov. issue), 1999 (elsewhere on this page). However, new types of projects will also be given consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2001 are encouraged.

SMALL GRANT AND NATIONAL FRENCH WEEK GRANT RECIPIENTS FOR 2000

The following AATF Grants totaling \$11,200 were awarded in 2000. These include winners of regular AATF Small Grants as well as National French Week grant recipients (NFW Grants are indicated with an asterisk):

*Edith Brereton (Chicago/Northern Illinois) received \$500 to help organize a *pétanque* tournament and other National French Week activities at her school.

Jane Castle (Chicago/Northern Illinois) received \$100 to carry out a pen-pal exchange between high school students and 8th-grade students in a feeder school.

Marie-Magdeleine Chirol (Southern California) received \$500 to organize a theater presentation of *La Leçon* by the Compagnie Claude Beauclair.

Samantha Godden-Chmielowicz (Chicago/Northern Illinois) received \$300 for a project to develop units on Francophone regions of the world which will eventually be used by students to teach in feeder schools.

Brian Kennelly (Greater St. Louis) received \$500 for a French Film Festival during National French Week at Webster University.

Eliane Kurbegov (Florida Chapter) received \$400 to sponsor a French Immersion Day at her school.

*Victoria Lewis (Michigan Chapter) received \$500 to organize business-related activities during National French Week.

Rita Oleksak (Western Massachusetts) received \$100 to purchase materials for a project to develop lesson plans incorporating the National Standards with the study of children's literature.

Judy Rainger (Hautes Plaines, Texas Chapter) received \$250 for a *Festival Français*.

*Mary Rooks (Chicago/Northern Illinois) received \$500 to participate in and extend food-related National French Week celebrations organized by the Chapter.

Alan Wax (Chicago/Northern Illinois) received \$500 to organize several celebrations, including Mardi Gras and National French Week Sports Day, in his school.

*Arizona AATF Chapter received \$500 for National French Week celebrations in the state.

*Arkansas AATF Chapter received \$500 to organize numerous National French Week activities.

*Connecticut AATF Chapter received \$500 for a French Film Festival during National French Week 2000.

*Georgia AATF Chapter received \$500 to sponsor National French Week activities in Statesboro.

*Hudson Valley, New York AATF Chapter received \$500 to organize "French Night" during National French Week.

*Metropolitan New York AATF Chapter received \$500 for a seminar on Quebec literature during National French Week.

*Nassau, New York AATF Chapter received \$500 to organize National French Week activities.

New Jersey AATF Chapter received \$500 for a special mailing to New Jersey educators to promote the study of French. Documents mailed include a letter from

the head of the Franco-American Chamber of Commerce in New York and the AATF flyer "Why Learn French."

*New Jersey AATF Chapter received \$500 to organize concerts by singer/guitarist Albert Van Amstel during

ing National French Week.

*Northern California AATF Chapter received \$500 for National French Week 2000.

The Southern California AATF Chapter received \$500 to organize a baroque music festival featuring concerts and a showing of the film *Tous les matins du monde* during National French Week.

*Suffolk, New York AATF Chapter received \$500 to organize numerous activities during National French Week 2000.

The Virginia AATF Chapter received \$500 to organize an immersion weekend for teachers at the Richmond French Film Festival for which they could receive credits via Virginia Commonwealth University.

Westchester, New York Chapter and Pace University received a Small Grant of \$500 to organize a theater presentation of *La Leçon* by the Compagnie Claude Beauclair during National French Week.

*Westchester, New York Chapter received a National French Week Grant of \$500 to organize a concert by Josée Vachon during National French Week.



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What's New in the French Review?

Coming in Vol. 74, No. 2 (December 2000):

- "A Functional Approach to the Teaching of the French *C'est-cleft*" (Stacey Katz)
- "Teaching Mallarmé's 'La Vierge, le vivace et le bel aujourd'hui' to First-Semester French Students or Who Decead Only Prévert for First Year" (Roberta Tucker)
- "FLYing with French on Saturdays: The Magic of a Ninety-Minute Class for Young Learners" (Katrien N. Christie)

as well as articles on Aimé Césaire, Maryse Condé, Aminata Sow Fall, Anne Hébert, and an interview with Danièle Sallenave; and don't forget "La Vie des mots."

SWISS KITS: OLD AND NEW VERSIONS AVAILABLE

Both versions of these kits, provided by the Swiss Embassy, contain general information on Switzerland, including geography, maps, history, economy, but are presented with different sets of materials.

The old version includes a large color poster with many scenes of Switzerland, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on the life and travels of Jean-Jacques Rousseau, literary excerpts of Swiss authors, an article on the youth of Switzerland, and a small book with information on geography, history, economy, and the political and cultural institutions of the country.

The new version, *La Suisse en vue*, has a more uniform format with four colorful *dépliants* on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a Teacher's Manual.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$4.00 for the first copy, \$1.00 for each additional copy (while supplies last). Order one copy of the old and one of the new version for only \$5.00. If no indication is given, the new version will be sent.

AATF 1999 MEMBERSHIP QUESTIONNAIRE RESULTS

INTERNET ACCESS

When the AATF dues renewal invoice changed in 1999 from a small form to a full-page form, we were able to place a questionnaire on the back to gather data which will be useful to the Association as we seek external funding, as we work with our partners in France and Quebec, and as we seek to serve our members more effectively. The first questionnaire was on Internet access. We are just beginning to tabulate the results from the 2000 questionnaire on enrollment trends which you will read about in a future issue of the *National Bulletin*. The 2001 questionnaire pertains to AATF services, and we hope members will take time to answer it as they return their invoice.

The AATF has long been in the forefront of developments in teaching with Internet, and our Web site is regarded world wide as an excellent source of information and advice for teachers of French. Nearly all funding agencies now want an Internet component to a proposal to ensure maximum dissemination of the materials or results. It is important for us to know how our members use the Internet.

While the results of the survey are not scientifically precise, the overwhelming number of questionnaires which were returned give us a very good snapshot of the situation. Out of renewal invoices mailed to 9214 individuals in 1999, 5652 completed questionnaires were returned for a response rate of 57%. In terms of surveys, this response rate is astounding.

AATF members who responded to the questionnaire are *branchés*. 73% of respondents use e-mail on a regular basis, while 56% use the Web regularly. However, when we look more closely at their responses to ascertain where and how they get their Internet access, the results are more varied. The first series of questions asked about teacher access to Internet technology—e-mail and the World Wide Web. Figure 1 shows that nearly 2/3 of

respondants had e-mail access both at home and at school as well as Web access at school, while slightly fewer, 57%, had Web access at home. The percentages dropped when the question applied to e-mail

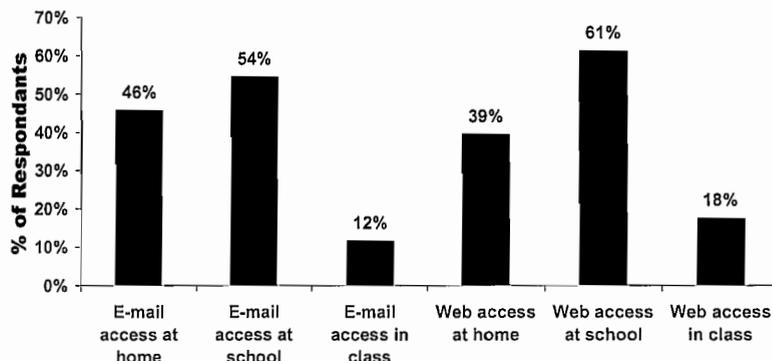
access (24%) and Web access (25%) in the classroom. This low response rate suggests that if teachers generally do not have access to the Internet in the classroom, neither do students.

The second series of questions, shown in Figure 2, refers to student access to the same Internet technology. The highest percentage, 61%, indicated that students had Web access at school, while 54% reported students having E-mail access at school. Percentages dropped significantly when the questions pertained to home access—46% e-mail and 39% Web and even more precipitously as regards classroom access—12% e-mail and 18% Web. This final statistic reinforces the previously-mentioned low teacher-access to the Internet in the classroom. Of course, the home-access responses are less reliable because teachers are answering overall for their students who live in many different situations, and, furthermore, the teacher has little direct knowledge of what students are able to do outside of school.

Nationally, the U.S. Department of Education reports that nearly all American schools have Internet access. This figure does not tell the whole story, since it does not detail the kind or amount of access available nor whether it is readily available to language teachers. Therefore, we asked respondents to

Figure 2

Student Internet Access



rate the ease with which teachers and students could access the Internet in general as well as specific classroom and in-school access (Figure 3). The more obstacles which teachers, in particular, encounter as they try to use new technologies the more it affects their willingness to proceed and to use those technologies with their students. 69% of respondents said that student access to the Internet was "very easy" (42%) or "somewhat easy" (27%), while 76% rated their own access positively, saying it was "very easy" (57%) or "somewhat easy" (19%). Still an important minority in both cases had difficulty getting access to the Internet—15% of students and 13% of faculty saying "somewhat" or "very difficult."

For teachers to be able to incorporate the Internet into their teaching, it is important to have access to the technology, preferably in the classroom or elsewhere in the school. The ease of access in the classroom is fairly evenly divided among "very easy" (14%), "somewhat easy" (16%), "neither easy nor difficult" (17%), and "somewhat difficult" (17%), but a significant number of respondents (34%) found classroom Internet access "very difficult." The responses were considerably more favorable when out-of-class in-school access was rated (library, computer lab, etc.) with 72% rating access "very easy" (49%) or "somewhat easy" (23%) and only 4% rating it "very difficult."

Equally important to access is support for learning about and using Internet technology. Two-thirds of responding teachers reported that their schools promoted Internet use by students and faculty, although a surprising 18% said they did not do so. Nonetheless, "promoting" access is easy, but if it does not extend into more material support, teachers will still have difficulty incorporating the technology into their teaching. Therefore, we asked for more

Figure 1

Teacher Internet Access

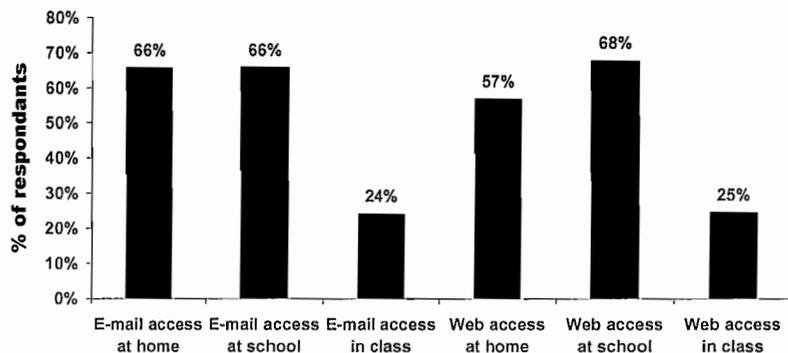
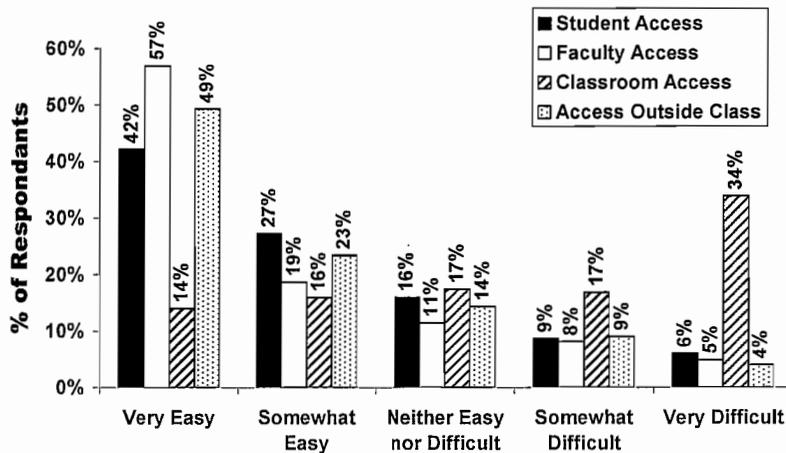


Figure 3

Ease of Internet Access



specific details about how schools supported Internet use. 69% of schools offered on-site training for teachers. This percentage should be of concern to language teachers, since in-school training is most often generic to all disciplines. However, the use of the Internet in foreign language classrooms requires more specialized knowledge to judge the quality of information, to take full advantage of the communicative capabilities of the technology, and to deal efficiently with the language-related difficulties of using Internet resources or the Internet in class. 35% of schools provided travel funds for teachers to obtain training elsewhere, while 32% provided funds for materials. Other types of support mentioned included providing teachers with laptop computers (usually from technology grants obtained by the school), district-level workshops, on-line training, grants, and "philosophical support."

Another area of concern is that only 69% of teachers responding indicated that their institution has an Internet Use Policy for students. The presence of a policy protects teachers who use the Internet in the classroom and places responsibility for appropriate use on students as well as the teacher. While instructors dealing with adult students do not have to worry about access to inappropriate materials, an Internet Use Policy signed by teacher, student, and parents is a must for K-12 teachers. 41% of respondents also indicated that their school has a faculty Internet Use Policy.

Finally, we wanted to learn how AATF members used the Internet. 70% reported using the Internet for personal research, 61% use it for communication purposes, 53% surf the Web to find documents for the classroom, and 41% use it for student projects. Other uses cited were for travel purposes, to consult news and current events information, for Web publishing or Web design, for shopping, and for distance

learning or Web courses. Another crucial question was to ask those who did not use the Internet why they did not. Among the responses given were lack of time and experience using the technology, no access, no need, dislike, as well as more professionally troubling reasons such as the "school doesn't believe in computers," "the faculty is discouraged from using the Internet," or lab scheduling problems.

The respondents hailed from all fifty states, with 1% from U.S. territories and other countries. On the whole, they were very experienced teachers with 1/3 having taught for 20-30 years (see Figure 4). In general, they came from larger schools with nearly half reporting school enrollments of 1000-4000 students.

The results show that AATF members are quite proficient in using the Internet, but the facilities and support available for in-class use are still lacking. If we want to transform language teaching in the 21st century to take full advantage of the communicative capabilities of the Internet and its potential to revolutionize language teaching and learning—"to open the world" with French—

Respondants: Years Teaching

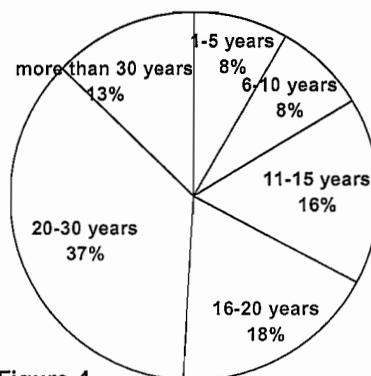


Figure 4

we need to lobby for more classroom access for languages (see the AATF Position Statement on Internet Use on the AATF Web site at [http://aatf.utsa.edu]). These figures provide important supporting data as we strive to develop programs that meet the needs of our members with regard to Internet training and as we continue to develop our Web site to provide useful information to teachers of French.

Jayne Abrate
Executive Director
E-mail: [abrate@siu.edu]

ANNOUNCING THE WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of AATF Life Member Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a study abroad experience he or she might not otherwise be able to afford. The first award will be made for the academic year 2001-2002.

Eligibility Requirements

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

Scholarship

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

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [http://aatf.utsa.edu/]. The application deadline is **March 15, 2001**.

**STATEMENT
to the
SUBCOMMITTEE ON INTERNATIONAL SECURITY, PROLIFERATION, AND FEDERAL
SERVICES
of the
SENATE COMMITTEE ON GOVERNMENTAL AFFAIRS
regarding
FOREIGN LANGUAGE INSTRUCTION IN THE U.S. EDUCATIONAL SYSTEM:
ACHIEVING LANGUAGE READINESS FOR NATIONAL SECURITY***

Mr. Chairman, Members of the Subcommittee, I am grateful for the opportunity to appear before you today to present views, experience, and research results concerning the state of foreign language learning and instruction in the U.S. in the year 2000. In addition to summarizing these views, I have included what I intend to be a set of constructive suggestions regarding the central role of the federal government in meeting the challenges of addressing our national needs in foreign language training.

Over the past 30 years, I have worked extensively in the assessment of the foreign language skills of Americans at key junctures in our educational system: 4, 8, 12, at college entrance, before and after study abroad, and upon completion of college or university language programs. Most of my work has focused on the study and teaching of Russian in the U.S., but in recent years I have worked closely with colleagues in other language fields with similar interests and responsibilities. I am a member and recent chair of the K-16 U.S. Foreign Language Standards Collaborative, a group of presidents and CEOs of the national foreign language professional associations, and am a member of the standards development committee for all the foreign languages of the National Board of Professional Teaching Standards (NBPTS). I am a practicing academic and teacher-trainer, and for the past 25 years have headed the principal study abroad organization for the study of the languages and regions of Russia, Eastern Europe, South Caucasus, and Central Asia, programs funded by the U.S. government and over 500 participating schools, colleges, and universities where these languages are taught.

You have heard last week from a panel of experts from within the federal government about our critical national needs for competencies in critical foreign languages and cultures. While I am here today, in part, to suggest how higher education can address these critical needs, I want to articulate a couple of points that I think ought to be before this Subcommittee and Congress

as it considers how best to address these needs.

First, the central federal responsibility in my view is to ensure that with regard to critical languages, we are able as a nation to maintain what I will call "language readiness" for the national security, economic, and educational needs we can reasonably anticipate. It is too late to be worrying about our language readiness for our military, intelligence, and diplomatic capabilities when we are deploying peacekeeping troops in Kosovo or negotiating a pipeline deal in Azerbaijan, or hammering out a trade pact with China. Readiness begins with the educational expectations of our youth and continues throughout our lives.

Second, while it may be axiomatic that our national security needs in this area include law enforcement, diplomacy, defense, and intelligence, we cannot afford to see these needs solely as a dimension of the federal government and its agencies. Matters of national security for which sophisticated language and cultural skills are needed are cross-cutting through the private sector to include business interests, NGO activities, and educational enterprises. Our solutions to the problems we face as a nation typically involve all of these sectors—whether the challenge is focused on trade, public health, the environment, and the like—and so we must also consider that the solutions for the federal government in its language readiness address those similar needs in these other sectors.

Third, the members of this Subcommittee can have confidence that when the federal government chooses to invest in national foreign language training, it can have profound, positive, and effective results. For example, our programs for higher education in the Department of Education under Title VI and section 102(b)(6) of the Fulbright-Hays Act and our specialized programs for Eastern Europe and the former Soviet Union through Title VIII in the Department of State produce key language assets for our national interest. My colleagues Richard Brecht and William Rivers of the National Foreign Lan-

guage Center have just released a study of Title VI, entitled *Language and National Security in the 21st Century*, which analyzes the role of these programs in supporting our national language capacity.¹ I would urge that you review it.

I. The Goal: Professional-Level Competence in a Foreign Language

There is more to mastering a foreign language than simply knowing a lot of vocabulary words and remembering the phonetic and grammatical rules for stringing words together, no matter how quick or skillful the learner may be at these manipulations. As previous testimony from the FBI, State, and Defense Departments have underscored, effective communication and successful negotiations with a foreign partner—whether with a partner in peacekeeping, a strategic economic partner, a political adversary, or a non-English speaking contact in a critical law enforcement action—require comprehension of the underlying cultural values and belief structures that are part of the life experience of the foreign partner. In fact, English language alone is probably sufficient, if all we as a nation need to do is continue purchasing products from abroad. But if the goal is to increase the export of American products and services, to engage foreign partners across all sectors, or, for that matter, to find the right approach to "telling America's story abroad," then it is up to the American side to understand the foreign client's psychology or the foreign public's value system, as embedded in that culture's language.

Our nation's distinguished senior diplomat in Russia, Ambassador Jim Collins, noted at a recent conference on the Department of Education's Title VI foreign languages and international studies programs, that while he has at his disposal in Moscow arguably some of the best bilingual, Russian-to-English translators produced by either the U.S. or Russian government language training schools over the past decades, if he personally did not speak, read, and comprehend Russian well beyond the "3+" levels, he would often not be able to

*This statement was made on Tuesday, September 19, 2000 at 10 a.m. in Room 342 of the Dirksen Senate Office Building and is printed here with the permission of the author.

make political sense of many of the conversations and situations he deals with in that country on behalf of the U.S. government each day.

As experienced international negotiators know all too well, and undoubtedly what Jim Collins may also have had in mind, is that the most important part of a serious business or political message in a foreign language is often what is not being said to you. The linguist's ability to "read between the lines" is as important in a foreign language and culture as it is in one's own. But in a foreign culture, the signals themselves may function entirely differently. And underlying cultural assumptions in strategic communication from one language to another are almost never signaled, either by speaker or by the native translator. For example, no Eastern European political leader today can pronounce words like "peace" or "friendship," without inadvertently invoking the worn-out, cynical associations that these phrases all acquired from Soviet-era propaganda. As President Havel has pointed out, once beautiful words like "democracy," "freedom," and "humanitarianism" were so abused in the past 50-75 years by one party boss and propaganda chief after another that the words were transformed into cudgels by those governments, which launched wars of liberation and sent people off to concentration camps, all in the name of peace, freedom, and [socialist] democracy.²

But even very common words like "help," "money," "family," "friend," "homeland," which are usually translated with one-for-one equivalents across languages by experienced translators and diplomatic practitioners alike, can be and often are problematic. This is because the standard definitions of these words in bilingual dictionaries more or less correspond on the level of denotation. Yet until the speaker of a foreign language can fathom the associative powers of these words in the other culture, s/he will be unable to gauge or control the effect of the words chosen on the foreign listener. For example, rendering "help" to a colleague is perceived in very different terms by an American who has grown up within our own culture's notion of self-reliance and individualism, and, say, a Russian, whose culture requires a much more "hands-on" and personally engaged response by anyone who renders help, including "help" that has not

been requested. Similarly, within cultures where individuals have learned to distrust virtually all institutions, there is a documented tendency among people to invest personal relationships with much higher levels of mutual responsibility and accountability. Within this context, it is not surprising that misunderstandings between the most well-intentioned Russians and Americans arise—to the American, the Russian is asking too much of the friendship or is viewed as mixing friendship with an array of other pragmatic interests; to the Russian, the American's characteristic friendly smile is merely superficial, bringing no commitment to follow through on behalf of the friend in

one standard meaning—a condom.

II. The Architecture of the U.S. Foreign Language Field

While the architecture of the foreign language field in U.S. higher education in the year 2000 is characterized by some degree of redundancies (especially at the lower levels of training) as well as certain language-specific lacunae at the advanced levels, overall the system has the capacity to train, and does indeed produce, 3-level proficiency in English base-language learners in two or more language modalities. Indeed, with proper support and strategic use of "flagship" American programs, the U.S. could produce far more "superior-level" speakers

of foreign languages than it currently does.³ Key elements of the flagship programs include:

(1) articulated school-to-college proficiency-based programs and curricular sequencing, e.g., the K-16 outcomes-based standards for foreign languages in the U.S.;⁴

(2) dedicated programs for heritage language learners at the school and college level;

(3) Internet-based language learning (through Langnet and other sources) available to support language students from the professional schools, heritage learners, and students requiring content-based approaches to foreign language learning;

(4) intensive summer immersion institutes (stateside) for non-beginning students engaged in developing language skills beyond 0+, 1, and 1+ levels;⁵

(5) effectively supported study abroad immersion language programs for non-beginning students engaged in developing language skills beyond 1, 1+, 2,

and 2+ levels;⁶

(6) stateside university-based advanced-level language or content-based courses, taught in the target language, to support language maintenance and language development at or near the 3 level for learners returning from substantial study abroad and/or previously trained heritage speakers.

Flagship programs, broadly defined, exist today for many of the critical modern languages. Some are housed within major research universities (Harvard, Indiana, UCLA, etc.); others within smaller institutions which have made particular commitments of resources and faculties over time to advanced language study, such as Bryn Mawr, Middlebury College, or Monterey Institute of International Studies, to name just a few.



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telephone: 770-992-1256/ 165 Lazy Laurel Chase
Roswell, GA 30076



the dealings of the real world.

To quote Vaclav Havel again, "every word has a life of its own" in a foreign culture. And even when an English word is taken over into foreign cultures, as is now so often the case, the original meaning and associative powers, of that word may be quickly lost or re-evaluated. For example, the Russian co-author of my first university textbook of Russian puzzled for some time over English-language wording she encountered on an array of canned goods and jars of fruit jelly in a local American supermarket: "No preservatives added." Finally, she gathered up her courage to ask a female member of my department the difficult question: "But why would you put preservatives in canned goods?" she asked. In Russian, the very English sounding word *prezervativ* has only

Unfortunately, many factors mitigate against the optimum functioning and dissemination of these programs as models within the current academic environment. Foreign language study must compete on campuses with other discipline-based courses for the attention and time of today's undergraduate and graduate professional students. Because of the generally low levels of competence of most American college-level learners of languages, most do not entertain the possibility of satisfying major or degree requirements with courses taught in the target language, a strategy which becomes increasingly appealing, however, if the student can spend a year abroad in an immersion program where the major field is available for foreign students. The negative argument tells the student that s/he cannot undertake work in another field because his/her command of the target language is too weak. The positive experience of year-long study abroad students suggests that content-based learning contributes to target language acquisition and vice versa.

III. Where Federal Support Is Likely to be Most Useful

What is needed, then, is augmentation of existing federal mechanisms to draw attention to those aspects of the present language training system that are working well and to provide an incentive for students in institutions of all kinds to pursue advanced study of the critical foreign languages. For example of the 14.5 million students enrolled in America's 4,096 public and private higher educational institutions, only 1.2 million (8%) are enrolled in any level of foreign language study.⁷ Of this number more than half are enrolled in Spanish language. In addition, a high percentage of the total number of course registrations are at the beginning and intermediate level. The nation's state of readiness in foreign languages should not rely on the fads or vagaries of undergraduate enrollment choices. A federal incentive is needed at this time to address:

(1) the general lack of knowledge among students and academic advisors about how to plan a language-training career that will bring the student to a professional level of competency;

(2) the need for direct support to colleges and universities to focus greater attention on the "intensification" of entry-level course offerings in the less commonly taught languages;

(3) the special need for scholarships for students prepared to undertake essential stateside summer immersion programs in the critical languages;

(4) the need for substantially increased support for semester and/or year-long language training on-site in the

target country and culture where the language is native;

(5) the need for "capstone" courses taught in the target language at the senior-level of undergraduate study for students returning from study abroad and for heritage learners who have achieved four-skill literacy and competence in their first language.

Currently the U.S. higher educational system is attracting far too few students to the less commonly taught languages; worse yet, the overall numbers of students in the critical languages has generally declined over the past ten years despite the jump in overall college enrollments. For those who do study modern languages, too much of its product is being lost between the cracks in the system. Many students fail to move beyond the "novice" or "intermediate" levels of competency in the foreign languages because they do not have the resources to undertake a summer intensive/immersion institute. As a result, they fail to position themselves effectively to take advantage of a serious immersion program abroad. At best, they opt for a brief period of study (summer or semester), often reverting to or seeking out English-speaking environments, thus denying themselves the language and cultural gains as well as the opportunity to work in their major field in the target culture, had they planned their training in a more focused manner. For example, only about 13% of those who begin the study of Russian in the U.S. pursue it to levels of proficiency above the 1-level; for example 1+. About 5% reach the 2-level in speaking, while only about 1% of the total pool achieves the ACTFL (American Council on the Teaching of Foreign Languages) "superior" rating, and these are drawn almost exclusively from the academic-year study abroad population.

By contrast, those students participating in flagship programs, whether or not they have had the opportunity to study the language in school, have the real possibility of attaining 3-level proficiency by the time they are ready to enter the workforce upon graduation. This is clearly the model that should be disseminated generally and which is deserving of federal support, for market forces are not likely to intervene any time soon with substantial support for the study of the less commonly taught languages within the U.S. educational system.

To this end, the National Security Education Program, small though it is, is a key model of what the federal government can do constructively to address these specific challenges. Targeting resources on critical languages and cultures outside of Western Europe, Canada, Australia, and New

Zealand for both undergraduate study abroad and graduate research and training as well developing innovative national projects for advancing language learning in these less commonly taught languages and cultures is critically important, and highly successful. The specific proposal made by my NSEP colleague, Dr. Slater, here today, for a National Flagship Language Programs initiative is a logical extension of the NSEP mission, and consistent with the points I have raised today. It should be a central component of our national strategy to address our critical languages needs and I endorse the proposal.

IV. A Note on Measurement of Language Competence

The issue of language proficiency measurement is important. As has been noted in previous testimony before this Committee by the representative of the U.S. Department of State, the foreign language community within American colleges and universities generally recognizes and makes use of a system of proficiency-based ratings for the assessment of student and teacher competencies in speaking, reading, listening, and, writing in the foreign language, borrowed largely from the U.S. government language-training agencies. These measurements are now being integrated as well into the new generation of K-16 performance standards in the foreign languages (the bipartisan initiative to raise educational standards known as "Goals 2000") by specialists and teachers in these associations. Without a "common metric," cooperation between higher education and the government in the training of advanced- and superior-level specialists in foreign language would be much harder, but thanks to the pioneering efforts of the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), the Inter-Agency Language Roundtable (ILR), and the U.S. Department of Education's Center for International Education in the 1980s, that work has already been done. One does, however, need to verify for the sake of both the foreign language learning candidates and those who will employ them in the government that the "calibrations" on the private sector and government sector rating systems have actually remained in alignment since the original validation studies more than 15 years ago. We need to be sure that both sides of the workforce equation are still defining and assessing the much sought-after "3-level" rating in the same way.

One further caution is in order here: it is also important for members of the Subcommittee to be clear about the limitations of the ILR system and its academic counter-

NEH SUMMER SEMINARS AND INSTITUTES FOR COLLEGE AND UNIVERSITY TEACHERS FOR 2001

part, for there are aspects of language and cultural training that this system does not measure very well. You will need to determine whether that matters or not to the present deliberations. Real-life language use occurs in a wide-range of contexts ranging from formal and representational modes of diplomatic speech to elliptical or highly colloquial forms of exchange within the smallest units of a society, where internal power relationships and complex rules of etiquette and tradition concerning who speaks to whom about what vary greatly. There are limits on the extent to which such diverse conditions can be simulated within an inherently artificial language test situation, such as the oral proficiency interview which is the core of the ILR speaking test.

This concludes my prepared statement. I will be happy to answer any questions.

Dan E. Davidson

Department of Russian and Second Language Acquisition
Bryn Mawr College (PA)

President, American Councils for International Education (ACTR/ACCELS)

NOTES

¹Richard Brecht and William Rivers, *Language and National Security in the 21st Century: The Role of Title VI/Fulbright-Hays in supporting National Language Capacity* (NFLC and Kendall/Hunt Publishers, Dubuque, IA, 2000).

²Vaclav Havel, "A Word on Words," *New York Review*, 25 July 1989: 4-9.

³Dan E. Davidson and Susan G. Lehmann, "An Overview of Language Learning Careers of 520 ACTR Alumni of the Study Abroad Programs in Russia," preliminary report on version posted at [<http://www.actr.org/>] (Refer to "Research and Development Programs").

⁴Foreign Language Collaborative, *Standards for Foreign Language Learning in the 21st Century* (Language-Specific Standards for the Modern Foreign Languages: K-16), (Allen Press, Lawrence, KS, 1999).

⁵Richard D. Brecht, Dan E. Davidson and Ralph Ginsburg, *Predictors of Foreign Language Gain during Study Abroad* (NFLC Occasional Papers, 1993).

⁶D. Davidson, C. Marshall, C. and W. Rivers, *Quantitative Studies on Foreign Language Acquisition in the Study Abroad Setting* (ACTR, 2000). (Forthcoming)

⁷Richard Brod and Elizabeth B. Welles, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998" (Modern Language Association, Association of Departments of Foreign Languages, New York, NY, 1999); Web: [<http://www.adfl.org>].

The National Endowment for the Humanities is an independent grant-making agency of the Federal Government which supports the Humanities. Each year the NEH's Division of Education Programs offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. The dates and duration of each project are listed under each title. The application deadline for Summer Seminars and Institutes is **March 1, 2001**.

Amount of Award

All teachers selected to participate in a seminar or institute will be awarded a stipend of \$2800, \$3250, or \$3700 (depending on the length of the seminar or institute) to cover the costs of travel, books and other research expenses, and living expenses.

Eligibility

For detailed eligibility requirements, applicants should consult the written application materials. Selection committees for seminars and institutes are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

How to Apply

Please send or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed here. When doing so, please include your regular mailing address since directors may send application material through the mail. You may request information about as many projects as you like, but you may apply to no more than two projects. The deadline is **March 1, 2001**.

Information

Please direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the National Endowment for the Humanities' Seminars and Institutes Program may be directed to Telephone: (202) 606-8463 or e-mail: [sem-inst@neh.gov].

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Jeremy D. Popkin, History Department,
University of Kentucky

Information: Jorge Sánchez
Center for Renaissance Studies

The Newberry Library
60 West Walton Street

Chicago, Illinois 60610-3380

Telephone: (312) 255-3514

E-mail: [renaissance@newberry.org]

(Seminar Location: The Newberry Library)

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Director: Marvin A. Lewis

Faculty: James Davis, Miriam DeCosta-Willis, Bea Gallimore, Geta LeSeur, William Luis, Edward Mullen, Emanuelle Oliveira, Françoise Pfaff, Anand Prahlad, Paul Schroeder, Flore Zéphir

Information: Marvin A. Lewis

Department of Romance Languages
University of Missouri

Columbia, Missouri 65211

Telephone: (573) 882-4874

E-mail: [lewism@missouri.edu]

A Literature of their Own? Women Writing—Venice, London, Paris—1550-1700

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Director: Albert Rabil

Faculty: Virginia Cox, Joan DeJean, Laura Gowing, Karen Newman, Anne Jacobson Schutte

Information: Albert Rabil

2305 Honeysuckle Road

Chapel Hill, NC 27514

Telephone: (919) 967-0231

E-mail: [arabil@sprintmail.com]

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The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, and Outstanding Teacher Awards [<http://aatf.utsa.edu/>].

LE FRANÇAIS EST LA LANGUE DES CHAMPIONS

En devenant championne du monde de football pour la première fois de son histoire au soir du 12 juillet 1998 et championne d'Europe¹ le 2 juillet 2000, la France a changé à jamais. Si ces victoires n'ont pas effacé tous les problèmes sociaux et économiques, elles ont donné un nouvel état d'esprit à l'ensemble d'un pays. Il suffisait d'écouter les déclarations des joueurs tout au long des deux compétitions: Marcel Desailly affirmant qu'il jouait tous ses matchs comme une finale de Coupe du Monde; Thierry Henry, du haut de ses vingt-deux ans, pour qui ne pas marquer un but était l'équivalent de ne pas manger; et surtout le Marseillais Zinédine Zidane qui déclarait avant la finale de la Coupe du Monde que le moment était venu pour lui d'être décisif. On connaît la suite...

Il me semble que la volonté, le courage, l'envie de gagner et l'enthousiasme des champions français peuvent servir de modèle aux professeurs et autres défenseurs de la langue française en Amérique. Les nouvelles alarmantes sur la stagnation de l'étude du français aux États-Unis ainsi que le sentiment d'impuissance que peuvent ressentir parfois les enseignants ne vont pas sans rappeler les frustrations du football français de ses origines jusqu'en 1998. La capacité des joueurs de football français à bousculer et à changer une hiérarchie établie doivent inspirer les professeurs de français mais aussi leurs étudiants.

Je voudrais apporter ici une modeste contribution au débat sur la promotion du français qu'ont lancé Sherry Dean dans son excellente cassette vidéo et aussi Marie-Christine Koop, Ellen Friedrich, Lollie Eykyn, Barbara McKeithan et Raymond Comeau dans ces mêmes colonnes.² Ces collègues ont très bien expliqué plusieurs difficultés que rencontrent les enseignants dans leur promotion quotidienne de la langue et de la culture françaises à l'intérieur et à l'extérieur de la salle de classe. Ils proposent d'excellentes solutions qui nous aident à devenir des «professeurs missionnaires», pour reprendre l'expression de Raymond Comeau. Néanmoins, ma participation au cours de l'année scolaire 1999-2000 aux travaux d'un comité universitaire chargé de trouver des solutions permettant d'accroître le recrutement de spécialistes en langues étrangères m'a permis de découvrir la face cachée de la montagne. Je me suis vite rendu compte qu'on pouvait faire preuve de la meilleure volonté et du plus grand enthousiasme et continuer à se heurter à de lourds problèmes administratifs.

Lorsqu'on se penche sur les techniques de promotion du français dans les universités américaines, on distingue rapidement deux canaux de communication. Premièrement, il y a le canal «Relations Publiques» auquel on peut appliquer toutes les idées de promotion (publicité, festivals, voyages, activités culturelles, visites, etc.) qu'ont grandement développé mes prédécesseurs. Deuxièmement, il y a le canal «Administration» qui est le sujet de mon propos. Je me base dans cet essai sur ma propre expérience à l'Université du Rhode Island (URI) bien que les faits présentés s'appliquent à la majorité des universités américaines quelles que soient leur mission et leur stature. L'objectif est de présenter ici les actions entreprises par la section de français de URI afin de résoudre certains problèmes administratifs qui compliquent le recrutement d'étudiants.

De nos jours, la grande majorité des étudiants qui déclare une spécialisation en français effectue une double-spécialisation. Bien souvent, l'étudiant de base déclare une spécialisation dans une autre matière que le français dès son arrivée en première année. Eventuellement, cet étudiant ajoutera le français en deuxième «major» au cours de sa troisième année, et encore après que son professeur ait réussi à la sueur de son front et après des heures de consultation dans son bureau à le persuader qu'une deuxième spécialisation valait mieux qu'un «minor». Une fois arrivé à ce point, on pourrait croire que le gros du travail de recrutement est terminé et que l'étudiant en question a enfin rejoint la terre promise francophone. Que nenni! Ce serait sans compter avec ce fameux canal administratif qui peut réduire à néant en l'espace de quelques secondes, un travail de recrutement mené pendant deux ans. Disons-le carrément et sans ambages: aujourd'hui, l'étudiant(e) américain(e) aura besoin d'une sacrée dose de patience et de persévérance s'il/elle veut passer les obstacles administratifs qui se dresseront inexorablement sur sa route dans le cas où il/elle aura exprimé le désir d'étudier le français et une autre discipline en dehors des arts ou des sciences humaines.

Le principal problème administratif auquel les professeurs de français doivent faire face est la différenciation qui existe entre le diplôme «Bachelor of Arts» (BA) et le diplôme «Bachelor of Sciences» (BS). Chaque discipline est parquée sous l'un de ces labels. À l'Université du Rhode Island, le français a hérité du BA tout comme la psychologie et l'anthropologie, par exemple.

En revanche, le commerce et l'ingénierie sont BS. Mais le plus étonnant est que certaines matières comme les sciences économiques, les mathématiques, la biologie et la sociologie proposent le choix entre les deux. Les étudiants qui désirent obtenir un BA, un BS, un double BA (par exemple français/anglais) ou BS (par exemple, mathématiques/biologie) doivent compléter, selon les disciplines, environ 130 heures de crédits. Dans le cas d'un double diplôme BA/BS (par exemple français/marketing), les heures de crédits requises passent à 150. Cette différence conséquente a des effets dévastateurs sur le recrutement des étudiants de français.

Dans la plupart des universités, lorsqu'une étudiante associe le français à une autre discipline offrant un BA, cela ne pose aucun problème. Cependant, notre département a constaté une recrudescence de candidats de type BS, et en particulier les étudiants de commerce et d'ingénierie, qui aimeraient déclarer une deuxième spécialisation en français mais ne le font pas, découragés à l'idée de devoir compléter une année d'études supplémentaire. Si quelques audacieux se lancent dans notre programme en cinq ans d'ingénierie internationale, beaucoup (et notamment ceux qui doivent s'acquitter des frais d'inscription de non résidents) laissent tomber leur intérêt pour le monde francophone. Je n'ai que très rarement vu l'un de ces étudiants prendre la décision inverse, soit laisser tomber une autre discipline pour ne garder que le français. Notre département se retrouve donc dans une situation frustrante. D'une part, nous constatons avec plaisir un net regain d'intérêt pour le diplôme en français et en langues étrangères en général. D'autre part, nous souffrons de ne pouvoir répondre à l'attente de nos étudiants pour des raisons indépendantes de notre volonté.

Ce problème administratif, qui paraît insoluble de premier abord, doit être résolu en priorité si les programmes de français veulent rester compétitifs au niveau du recrutement de leurs effectifs. La difficulté majeure réside dans le fait que le problème BA/BS dépasse le cadre du département de français ou de langues étrangères. À URI, comme dans de nombreuses universités, la différenciation entre facultés vient s'ajouter à celle des diplômes. Par conséquent, les étudiants qui désirent un double diplôme en français et en commerce international devront compléter 150 heures de crédits (au lieu de 130). Tout simplement parce que le français dépend de la faculté des arts et

sciences alors que le commerce international dépend de la faculté de commerce. Il devient donc nécessaire d'éliminer cette disparité. Pour le faire, les professeurs des départements de français ou de langues étrangères devront unir leurs efforts dans un labeur de longue haleine qui les mènera à traiter avec les plus hautes sphères de la hiérarchie universitaire. Pour avoir les plus grandes chances de succès, une proposition devra être présentée à l'administration par le chef du département avec le soutien des professeurs et des autres départements concernés. À URI, les départements de langues étrangères et de sciences économiques ont décidé de s'associer pour demander officiellement à l'administration de supprimer la vingtaine d'heures de cours supplémentaires requises pour obtenir un double diplôme délivré par deux facultés différentes. Après avoir rédigé la requête officielle, les chefs des départements de langues étrangères et de sciences économiques l'ont présentée à leurs collègues respectifs au cours d'une réunion générale. Une fois discutée en détail, la proposition a été définitivement approuvée par vote. Elle peut alors commencer son cheminement administratif qui la mènera de comité en comité jusqu'au sommet de la pyramide universitaire.³ Évidemment, la route est longue et semée d'embûches, mais sans la prise de position initiale au niveau départemental, le problème reste entier. Il s'agit donc de se retrousser les manches, de ne pas se laisser décourager par la lenteur et par la complexité de la tâche, et de mettre la première pierre à l'édifice.

Par ailleurs, les professeurs de français doivent impérativement développer une stratégie et un réseau qui leur permettront de se positionner en interlocuteur incontournable de l'administration. Cette stratégie peut être mise en place selon deux tactiques complémentaires. La première implique une participation active des professeurs de français au sein même de l'administration. Il s'agit de placer ces professeurs dans les comités dont l'agenda touche de près ou de loin à l'étude des langues étrangères et au cursus universitaire. Il faut également établir des alliances et des connexions avec les professeurs, les chefs de départements et de programmes, les doyens/doyennes favorables aux langues étrangères. Ces alliances s'avèrent utiles non seulement dans les votes et les décisions des comités, mais elles servent aussi à démontrer l'importance et l'utilité du français aux plus hautes instances administratives. Par exemple, en développant des accords de partenariat pour un double diplôme avec les facultés de commerce et d'ingénierie, la section de

français de l'Université du Rhode Island a prouvé le rôle primordial qu'elle doit jouer sur le campus.

Créé en 1986 à URI par John Grandin, un professeur d'allemand, le programme international d'ingénierie (*International Engineering Program-IEP*) permet aux étudiants d'obtenir en cinq ans un double BA/BS et d'effectuer un stage rémunéré de six mois à l'étranger (lors de la quatrième année). Associant à l'origine l'allemand (BA) et l'ingénierie (BS), le programme a obtenu un tel succès qu'il offre depuis trois ans le choix entre l'allemand, le français et l'espagnol.⁴

La faculté de commerce propose un programme similaire en cinq ans qui mène à un double diplôme BS/BA en commerce international et en langue étrangère. Néanmoins, notre demande de suppression de la vingtaine d'heures supplémentaires requises pour obtenir un double diplôme aura pour conséquence une réduction du temps d'étude.⁵ Les candidats doivent obligatoirement passer leur sixième semestre à l'étranger. Pour être compétitif et pour attirer ces étudiants vers le français, notre département a signé un accord de partenariat avec l'École supérieure de Commerce de Marseille-Provence (ESCMP). En collaboration avec Charles Despres, le directeur du programme de commerce international de l'ESCMP, nous avons mis en place un échange qui permet à nos étudiants de passer leur sixième semestre à Marseille. Ils y suivent, en compagnie d'étudiants de plusieurs nationalités, quatre ou cinq cours de commerce enseignés en anglais qui ont des équivalences exactes à URI (*International Economics, International Marketing, Multinational Finance, International Business Communications, Intercultural Communication*) et un cours intensif de français (intermédiaire ou avancé), adapté à leur niveau, utilisant les manuels et les méthodes dont nous nous servons à URI. Sur place, les étudiants peuvent essayer de trouver un stage qu'ils effectueront au cours de l'été.⁶

Grâce à cette collaboration entre les facultés et avec l'étranger, URI a signé des accords de partenariat avec les plus grandes entreprises françaises (Dassault, Institut Français du Pétrole, Renault, St Gobain, etc.). L'administration a vite réalisé les retombées académiques (augmentation sensible en quantité et en qualité des inscriptions) et économiques extraordinaires que génèrent ces programmes. Mettre dans la brochure de recrutement de l'université qu'une étudiante a reçu son diplôme d'ingénierie et a immédiatement obtenu un poste chez General Motors, c'est bien. Mais annoncer dans la même brochure qu'une étudiante a reçu un double diplôme en

français et en ingénierie, a effectué un stage rémunéré de six mois en France chez St Gobain et a reçu une offre d'emploi dans la branche américaine de cette entreprise française, c'est encore mieux.

Comment arrive-t-on à développer des programmes académiques internationaux et interdisciplinaires ou à signer des accords avec les plus grandes sociétés françaises? Il n'y a pas de recette miracle. Bien que les bourses d'agences gouvernementales (comme FIPSE)⁷ et privées s'avèrent utiles dans le long terme tout en demeurant aléatoires, les meilleurs outils restent tout simplement les moyens de communications. Convaincus de l'excellence de leur projet, John Grandin, le fondateur et directeur général du programme international d'ingénierie, et Richard Vandeputte, le chef de la branche française de ce programme, n'ont cessé de multiplier les correspondances, les courriers électroniques, les coups de téléphone et les voyages en Europe, sans jamais abdiquer, jusqu'à ce qu'ils obtiennent les accords recherchés. La liste impressionnante de partenaires qui ont accepté de rejoindre le programme à ce jour⁸ reflète d'une part la motivation à toute épreuve et le pouvoir de persuasion de Grandin et Vandeputte, et prouve d'autre part qu'il existe une demande, un besoin des grandes entreprises européennes et américaines pour des diplômés capables de fonctionner dans une économie de marché global.

Enfin, il est important de signaler que rien n'est plus simple que d'entrer en contact avec les écoles supérieures de commerce françaises. En fait, la plupart propose des programmes de commerce international et recherche constamment des partenaires, en particulier aux États-Unis et dans les autres pays anglophones, afin de satisfaire l'énorme demande de leurs étudiants qui désirent suivre une année de formation de type MBA (*Master of Business Administration*) à l'étranger.⁹ Ces écoles disposent de budgets réservés au développement d'échanges internationaux. Dans le cas de l'échange entre URI et l'ESCMP, nous avons ainsi bénéficié de l'aide de Charles Despres, le directeur du programme international, qui n'a pas hésité à venir sur notre campus pour faciliter la mise en place du projet. De plus, en attendant que nous imprimions notre propre brochure, l'ESCMP nous a fait parvenir en quantités impressionnantes ses livrets et ses affiches de promotion.

La deuxième tactique suppose de la part des professeurs de français une réaffirmation de leur présence dans l'institution par l'intermédiaire du bouche à oreille. Il s'agit ici de créer autour du professeur de français une atmosphère de motivation, de plaisir et de réussite. Chaque

début de semestre, lorsque je déclare à mes étudiants dès le premier jour de classe et le plus sérieusement du monde que le français est à mon avis la discipline la plus importante de l'université, je déclenche immédiatement un mélange de rires, de sourires narquois et d'incrédulité amusée. Je profite alors de leur attention pour leur dire que mon objectif sera de les convaincre d'ici la fin du semestre que, pour eux aussi, le français pourrait bien devenir la matière la plus importante. Est-ce que le français ou n'importe quelle autre discipline universitaire peut être placée au-dessus des autres? Là n'est pas la question. L'important ici est que les professeurs de français, dans leur enseignement quotidien, aiment tellement le français que cela devient pour eux la chose la plus importante et cela se ressent dans leur entourage.

Une fois que cette attitude est mise en place, il faut continuer à l'entretenir durant le semestre. Cela se traduit, en plus d'une motivation et d'un enthousiasme constants dans les activités de classe, par des références systématiques au programme de français: échanges inter-universitaires, arrivées de nouveaux professeurs, obtention d'une bourse permettant l'achat de films français pour la bibliothèque, relations avec le Consulat de France et des entreprises françaises, nouvelles d'étudiants avancés de français, etc. À URI, Joseph Morello, le chef de la section de français, a mis en place une liste de diffusion électronique à laquelle sont inscrits tous les étudiants qui suivent des cours de français, du niveau intermédiaire jusqu'aux classes les plus avancées. Ce forum électronique nous permet d'envoyer régulièrement des informations concernant les activités de la section: descriptions des cours, table française, films, Ciné-Club et autres activités organisées par les étudiants, semaine nationale du français, présentations de nos programmes d'échange à Marseille, Orléans et au Québec, campagnes de recrutement-«The BA in French, don't leave URI without it», etc. L'objectif est de donner l'image d'un programme en ébullition permanente, qui va toujours de l'avant, un programme où il se passe autant de choses à l'intérieur qu'à l'extérieur de la salle de classe. C'est le pari d'un programme où la motivation serait telle que les étudiants y seraient attirés comme des aimants.

Cette technique doit également s'appliquer aux collègues et aux administrateurs. Les professeurs de français doivent saisir chaque opportunité qui leur est donnée de parler des succès de leur section. Les inscriptions et/ou le nombre de «majors» ont augmenté (même légèrement)? Placez-le dans toutes vos conversations et correspondances. Par

exemple, un autre département vous invite à enseigner un cours le semestre prochain mais vous savez que vous ne pouvez pas accepter pour cause de personnel. Répondez que l'augmentation sensible des inscriptions et des spécialisations en français ajoutées à un personnel limité vous empêche d'accepter. L'une de vos étudiantes est engagée par une entreprise française, un autre reçoit des offres d'universités prestigieuses pour un doctorat? Mentionnez-les dans toutes les réunions et réceptions en précisant qu'il s'agit des premiers résultats de la stratégie de développement mise en place par la section de français.

Il est évident que les problèmes de recrutement des étudiants de français liés à l'administration et aux mentalités ne seront pas résolus du jour au lendemain. Il s'agit d'une action qui ne pourra s'accomplir qu'en équipe dans le long terme. Mais ce travail de réforme et de sensibilisation est indispensable dans notre promotion quotidienne de la langue française. Pour terminer, je voudrais revenir un instant aux champions du football français. Ce qui est à retenir n'est pas qu'ils sont champions dans le sens de vainqueurs ou supérieurs aux autres équipes, mais plutôt qu'ils sont les champions d'une cause, les défenseurs ardents d'une volonté à toute épreuve.

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NOTES

¹L'équipe de France avait déjà remporté le championnat d'Europe des nations en 1984.

²Pour la promotion du français, voir également les travaux et les brochures de la *AATF Commission for the Promotion of French* sous la direction de Raymond Comeau. La *Modern Language Association* (MLA) a également publié une excellente brochure, «Knowing Other Languages Brings Opportunities», disponible en intégralité sur son site Internet [<http://www.mla.org>].

³À URI, une fois votée par le département, la proposition doit ensuite être approuvée par les comités universitaires suivants: «Curricular Affairs», «Senate», «President's Office», et éventuellement par le «Board of Governors».

⁴Pour une présentation complète du programme international d'ingénierie de l'Université du Rhode Island, voir le site internet: [<http://www.uri.edu/artsci/ml/giep.htm>].

⁵Pour une présentation complète du programme de commerce international de l'Université du Rhode Island, voir le site Internet: [<http://www.cba.uri.edu/CBA/Undergrad/int.htm>].

⁶Pour une présentation complète du programme d'échange entre l'ESCOMP et URI, voir le site Internet: [<http://www.uri.edu/artsci/ml/durand/urim.html>].

⁷*FIPSE-Fund for the Improvement of Postsecondary Education* [<http://www.ed.gov/FIPSE>].

⁸Les sociétés partenaires du programme international d'ingénierie d'URI incluent: Aventis, Bacou USA, Bayer, Becker Bau, Beiersdorf, Brown & Sharpe, Cetoni, Dassault Systems, Degremont, Draexlamer, DaimlerChrysler, Ewag, Hilti, HS Systems, Institut Français du Pétrole, KS Fototechnik, Lufthansa, Parametric Technology, Porsche, Radiall, Renault, SAP, Schroff, Siemens, Supfina Machine Co., Swissair, TRW-Carr France, Volkswagen, Vorwerk, W&H Corporation, Zeuna Stärker, ZF Friedrichshafen, Züblin.

⁹Le système d'éducation française rend impossible un échange traditionnel entre une université française et une université américaine dans le cadre des études commerciales. En effet, hormis les sciences économiques, les diplômés commerciaux (comptabilité, gestion, finance, marketing) se préparent dans les écoles supérieures de commerce en trois ans, après deux ans de classes préparatoires. Par conséquent, la première année d'une école supérieure de commerce française équivaut à la troisième ou quatrième année universitaire aux États-Unis. Nous avons dû tenir compte de cette différence lorsque nous avons organisé l'échange entre l'ESCOMP et URI. Nous avons finalement conclu l'accord suivant: pour deux étudiants américains de troisième ou quatrième année qui passent un semestre en première année à Marseille, un étudiant français passe deux semestres dans le programme MBA de URI. Auparavant, nous n'étions pas en mesure de satisfaire la demande de nos étudiants pour des études commerciales en France puisque notre programme d'échange traditionnel avec l'Université d'Orléans n'offre pas cette option.

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MOTS CHASSÉS:

Exercices sur l'article de la «Vie des mots» paru dans la *French Review*, vol 73, no 5, avril 2000. Le corrigé se trouve à la page 33.

I. Sélectionner l'article défini ou indéfini:

1. Surréaliste est un mot fourre-tout par excellence.
le
2. Surréaliste est un mot fourre-tout comme un autre.
le
3. En tant que senior j'ai droit à la carte Vermeil.
une
4. Ce bijou lui a coûté la bagatelle de 120.000 francs.
une
5. Cette famille nombreuse part en camping: c'est une véritable armada.
la
6. Un chambardement le plus incroyable des habitudes d'apprentissage des connaissances a lieu cette décennie.
Le
7. Il a passé l'arme à gauche
une
8. Je suis contente de mon examen: tout a marché sur des roulettes.
les
9. Ces journaux électroniques sont conçus par des spécialistes de l'animation.
les
10. Les pirates informatiques ne sont pas sévèrement punis.
Des

II. Relever 8 adjectifs ou adverbes familiers terminés par le suffixe -os et faites une phrase avec chacun d'eux.

III. Choisir la réponse correcte et l'inscrire dans la phrase proposée:

1. La cryptologie
 - a. est l'étude des cryptes romaines et médiévales.
 - b. permet de chiffrer ses communications sur Internet.
 - c. décrit les ressources minières de Chypre.
 - d. est un repérage des logos des sociétés.
2. On se donne bonne conscience en:
 - a. donnant de l'argent à un SDF.
 - b. insultant les gens du 4^{ème} âge.
 - c. achetant des journaux électroniques.
 - d. cassant sa pipe.
3. Il a accompli un réel tour de force
 - a. en achetant un ordinateur.
 - b. en saluant un vieux, «rupin».
 - c. en concevant ce remarquable didacticiel.
 - d. en lançant un clin d'œil à son Webzine.
4. Pour bien s'initier au français classique on peut:
 - a. lire les histoires du Gravois.
 - b. emménager à Berlin.
 - c. discuter de la droite plurielle.
 - d. se servir de CD-ROM.
5. Tous les hivers dans les grandes villes de France, on ouvre des foyers pour:
 - a. accueillir des SDF.
 - b. soigner la gauche plurielle.
 - c. recevoir les élèves en échec scolaire.
 - d. servir à boire à des personnages hauts en couleur.

Colette Dio, Nancy, France

CLASSROOM ACTIVITY

CLASSROOM ACTIVITIES AND INTERNET: USING SEARCH ENGINES IN FRENCH

As we begin the new millennium, thousands of French Web sites are becoming easily accessible through Internet search engines that allow surfing the Internet in French. These search engines and the Web sites they list can provide our students with a strong reinforcement of the lessons they are learning in class. Information technology is growing so fast that soon it will seem foolish not to tap into its resources. Marie Christine Weidmann Koop and Jayne Abrate have given us important lists in various articles of the *AATF National Bulletin* over the past two years.

This is an important resource, and I urge all French instructors to share this list with their students and colleagues. Those who have tried using foreign words in exclusively English search engines know that the list of results may not be very productive.

In the following activities, students will be able to demonstrate their ability to scan for words and expressions previously learned in class and view vocabulary as part of a whole context different from the context created in class. They can then (re)produce ideas in French that they themselves have (re)searched.

Surfing the Web in French not only reinforces the language learned in the classroom, it also demonstrates to our student body that French still has a commanding global and technological presence despite the recent popularity of Spanish.

Search engines in French can be utilized by students studying all levels of the language, from the beginning level to doctoral program candidates. A list of search engines is first provided, followed by samples of ways to incorporate their use in beginning- and intermediate-level activities. The search engines were classified into five different groups (note that accent marks are not necessary when typing Web sites):

Four major international search engines completely in French

1. Lycos at [http://www.lycos.fr]
2. Microsoft at [http://www.msn.fr]
3. Netscape at [http://www.netcenter.com/fr]
4. Yahoo at [http://www.yahoo.fr]

Other search engines completely in French

5. C'est Trouvé at [http://hot.ctrouve.com/com]
6. CNRS UREC at [http://www.urec.cnrs.fr]
7. Cocorico at [http://www.cocorico.com/francophone/moteur.html]

8. Écila at [http://www.ecila.fr]
9. France Pratique at [http://www.pratique.fr]
10. Francité at [http://www.francite.com]
11. Groupe Acticiel at [http://www.acticiel.com]
12. Lokace at [http://www.lokace.com]
13. Linux Start at [http://fr.linuxstart.com]
14. Netscan at [http://www.netscan.fr]
15. Nomade at [http://www.nomade.fr]
16. Phantom at [http://www.rechercher.net/phantom]
17. Présence Web at [http://www.presenceweb.net/]
18. Le Seuil at [http://www.leseuil.com]
19. Sitexplorer at [http://sitexp.hypermart.net/francais.html]
20. Sympatico at [http://pre.sympatico.ca/fr/]
21. Voilà at [http://www.voila.fr]
22. Wanadoo at [http://www.wanadoo.fr]
23. Who You at [http://www.whoyou.com]
24. XRecherche at [http://www.x-recherche.com]

Regional search engines

25. Administration Suisse at [http://www.admin.ch/ch/index.fr.html]
26. Africaonline at [http://www.africaonline.co.ci/]
27. AltaVista Canada at [http://www.altavistacanada.com]
28. Euroseek at [http://www.euroseek.com]
29. Excite France at [http://fr.excite.com]
30. Gouvernement du Québec at [http://www.gouv.qc.ca/]
31. Infoseek France at [http://www.infoseek.com]
32. Le Village at [http://www.le-village.com]
33. Pagefrance at [http://www.pagefrance.com]
34. Pagequébec at [http://www.pagequebec.com]
35. The Swiss Search Engine at [http://www.search.ch/index.html.fr]
36. Toile du Québec at [http://recherche.toile.qc.ca]
37. WebTop at [http://www.webtop.com]
38. Woyaa for African Internet at [http://www.woyaa.com/indexFR.html]

Specialized search engines in French

39. Estat at [http://www.estat.com] for

statistics searches—subscribers only

40. Nautilia at [http://www.nautilia.net/fr] for maritime searches
41. Perso-Search at [http://www.perso-search.com] for searching for persons
42. 3-D and multimedia at [http://3dup.com/search_french.html] for 3-D, 2-D, audio visual, and multimedia searches
43. Surfrance at [http://www.surfrance.com] for cities and activities
44. SuperWin at [http://www.superwin.net/F/jeux-concours.html] for game shows

Search engines in English that can recognize French words and provide response to searches in French language

45. Google! at [http://www.google.com]
46. Hotbot at [http://www.hotbot.com]

Special Note on three Web sites

Tennessee Bob at [http://www.utm.edu/departments/french/french.html], second edition, has more than 8500 links valuable to French studies categorized into the following:

- Finding New Francophone Sites
- Books and Literature
- Art, Music, Film and General Culture
- History of France and the French-Speaking World
- Virtual Francophone Tourism
- The French Language
- Press, Radio/TV, Telephone
- Education in French-Speaking Schools
- French Across the Curriculum and in Everyday Life

Up-to-date articles and stories from news media all around the world in original language are also available at [http://www.mundolatino.org/prensa]. This site links 856 Hispanic news media Web sites and 342 Web sites in other languages, including 4 Francophone countries—Belgium (15), Canada (26), France (15), and Switzerland (8) with the number of linkable sites in parentheses. France, for example, gives direct links to the *Agence France Presse* (AFP) which is a press agency similar to the Associated Press, five newspapers (*Ouest-France*, *Le Figaro*, *Le Monde*, *La Voix du Nord*, *Libération*), two magazines (*Elle*, *Le Monde diplomatique*), five sites for television (Canal +, France 2, France 3, La Cinquième, TF1), and two sites for radio (Europe 2, Radio France Internationale).

Search Engines Worldwide at [http://www.twics.com/~takakuwa/search] lists 124 countries and 786 search engines. The list includes the following 15 Francophone countries and regions (with the number of search engines available in parentheses): Africa (8), Algeria (1), Belgium (7), Cameroon (1), Canada(30), Caribbean (3), Egypt (2), Europe (8), France (16), Haiti (1), Luxembourg (2), Monaco (1), Morocco (1), Switzerland (4), Vietnam (3).

Useful Options and Features for Class/Academic Searches

Some of these search engines have options that help delimit or widen the scope of a search. These options are noteworthy, particularly when one needs to scale down the research for a specific detail. Lycos, for example, gives us a choice between the *Web français* and the *Web mondial*. To further narrow down a search, one can click on *recherche approfondie*, and the entire screen is filled with options in refining the search:

1. *Rechercher:*

Tous les mots

Au moins un des mots

Langage naturel

Tous les mots (dans l'ordre)

Tous les mots (distants de 25 mots max.), etc.

2. *Dans quel catalogue?*

Web mondial

Web français

Sons

Librairie BOL

Pages perso Tripod

3. *Dans quelle partie du document?*

Document entier

Titre uniquement

Adresse URL

Un site en particulier

4. *En quelle langue? Toutes, etc.*

5. *Quelle importance donnez-vous aux critères suivants?*

Chercher tous les mots (Haute/Moyenne/Base)

Mots proches les uns des autres, (Haute/Moyenne/Base), etc.

6. *Comment souhaitez-vous afficher les résultats?*

Afficher: (10/20/30/40)

Classer par: (Domaine/Pertinence)

Each search engine has a different way of refining its results, and it is just a matter of playing around with the options. A nice option of particular engines is the ability to link you directly to another search engine with the results of your current search or to give you an option of using a different engine. For example, Acticiel provides an option to search other engines like Altavista, Voilà, Google, or Linux.

Search results are presented in different ways. Francité gives the document title, a summary, the date, the size of the docu-

ment, and the linkable Web site address itself. Excite, on the other hand, ranks results with a percentage rating based on their pertinence to the actual search. One has to be careful because sometimes too many options and too many results make the search more complicated.

Use of the Internet in French Courses:

The Internet can be used in every level of French being taught. From Montaigne to Proust, from grammar to composition, from music to economic trends, teachers can take advantage of the Internet for course enrichment. One must not forget, however, that an activity using the Internet should not be an end in itself. It is a valuable and creative supplement for further use of the language. Once a vocabulary or grammatical lesson is first learned in class, these Internet activities can provide follow-up reinforcement to the lesson. Follow-up activities could enhance the language viewed or heard on the computer. Using the Internet for reading and comprehension exercises will be more effective if these are followed by writing and speaking activities. Internet viewing should include or be followed by activities such as completing sentences, dialogues, and paragraphs; verifying comprehension through multiple choice; providing words and/or phrases for definitions or vice versa, etc.

It is expected that the Internet text will contain a lot of premature grammar and vocabulary. Students have to be prepared to encounter these new and still unlearned grammatical structures and terms. They should not be deterred from their given task. The beginning-level college French grammatical text *Rendez-vous: An Invitation to French* suggests and incorporates some techniques in reading such as: recognizing cognates, contextual guessing, skimming for the gist, reading for Global Understanding, anticipating content, scanning paragraphs, awareness of the audience, summarizing the main idea in the paragraph, and understanding complex sentences by identifying main and dependent clauses (Muyskens and Omaggio Hadley). Applying one or some of these techniques should enable students to sift through information in the Internet. When the student goes to the computer, the reading will most likely be done silently. There are two possible ways to prepare the student for the reading: (1) a pre-reading activity where questions and topics are provided, discussed, brainstormed before the assigned Internet search; (2) a post-reading activity with a prepared list of either multiple choice, true or false, or comprehension questions. Richard K. Curry of Texas A & M University has some very useful suggestions in the development of post-reading skills that students can apply when

searching the Internet:

- a. doing summaries of the reading, but avoiding a word for word translation;
- b. preparing a list in answer to "What d'ya get?"
- c. sharing and explaining their choice of favorite sentence from the reading;
- d. drawing pictures;
- e. 3 and 3 (or 5 and 5), where the students give three important things they learned from the reading and three things they want clarified by the instructor (73-74).

With these caveats in mind, here are some possible activities:

1. Beginning Level

Despite the limitations of beginning students, they can surf the Internet on topics such as shopping for clothing and food, looking for lodging in a particular city, or finding a vacation spot. Students will be exposed to words related by a certain context. Vocabulary words, grouped into clusters, make skimming for information more efficient. The post-viewing class practice activities can improve the ability of the students to retain and use again these words (Foerster 70). The use of the Internet in French will allow students to re-view vocabulary and expressions (some of which are part of the lesson currently being learned in class) that are interrelated and contextualized by the Web site.

Surfing the Web will not only provide our students quick access to information in French; it also exposes them to "foreign" ways and systems of doing things. Colorful pictures, video clips, and even music and sound add so much life to this educational resource. No French textbook on the market can compete with the resources available through the Internet. It is just a matter of tapping into them.

The following activities can be done inside a networked classroom or as homework. It is assumed that most students have access to the Internet in their school.

a. Shopping for a trip to Paris.

Day 1—Students learn vocabulary on clothing, colors and numbers up to 1000. Then they are given a list of 5 to 10 items of clothing and \$700 worth of pretend money. They are asked to window shop (without overspending their \$700) on the Internet using any of the search engines in French. They then provide a list of the items with the prices, the colors, and if possible, the names of the stores and the city/country where they are located (reading/skimming for comprehension/cultural exposure).

Day 2—Using cued questions in French, students share and compare answers among themselves (speaking activity). (*Les*

robes bleues à _____ (store) coûtent _____...)

Day 2 or 3 or 4—Students work in pairs to come up with a short paragraph in French describing what they have and do not have in their suitcase or what they plan to buy for the trip based on their Internet search (writing practice). (*Pour le voyage nous avons _____.* Nous achetons le _____ (item and color) à _____ (store), les ...)

b. Looking for lodging in Montreal

Day 1—Vocabulary lesson for the day is Lodging/housing or the parts of the house. Give students varying amounts of money (\$500, \$1000, \$1500, \$2000, \$5000) per month and ask them to surf the Web and locate print ads for lodging in Montreal for each of the price ranges given (reading/skimming for information/cultural exposure).

Day 2—The teacher reads aloud 2 or 3 ads or describes some of the lodgings, then asks the students to guess the price range (listening activity). Students then work in groups of 3 or 4 doing the same thing (speaking/listening activity).

Day 3—Students are asked to write an ad (using a cued form similar to the ads that were previously discussed) describing their present lodging for rent in the city of Montreal. How much will they price it? (writing practice).

2. Intermediate Level

In this level, the Internet becomes a valuable resource for compositions and class discussions. Topics such as geographical regions and current events in French are already at the fingertips of our students. To avoid possible plagiarism at this point, it might be preferable to use specific Web sites and have some guide questions already prepared based on the particular site.

a. Specific Web site on French Antilles at [<http://www.antilles-info-tourisme.com/le-moule>].

Day 1—Students pretend that their family will be spending 12 days in the French Antilles. Using the future tense, they describe the upcoming vacation, including transportation, food, lodging, and holiday activities. 75-100 word mini-composition (reading and writing practice).

Day 2—For class discussion, the instructor uses the 3 and 3 method of Richard Curry, while listing items on the board (speaking).

b. Class debate from a newspaper article at [<http://www.liberation.fr/quotidien/debats/fevrier98/wyplosz0202.html>]

Day 1—Before assigning this Internet reading, the class discusses the difference between the 40-hour work week in the U.S. versus France's 35-hour work week. After doing the assigned reading, students are asked to list the advantages and disadvantages

of a 35-hour work week. Students should come to class prepared for a discussion.

Day 2—First half of class time: the class is divided into four groups (more groups for greater individual student participation); two groups will brainstorm for a list of ideas on the 40-hour work week, while the other two groups brainstorm the 35-hour work week. Like groups are merged, and an informal debate/discussion takes place, while the teacher notes important items in two columns on the board.

Day 2—Second half of class time: after the discussion, students are asked to write a short paragraph (75-100 words) on the 35-hour work week in France.

The Web is rapidly changing the world we live in, making almost everything close-knit and accessible. The Francophone world becomes one through the Internet. We have to respond to globalization in our curriculum and our syllabi. The Internet facilitates the globalization of French classrooms—why settle for two or three newspapers or magazines in print from the library when the Francophone world is just a few keystrokes away in the computer? As Cornell University professor Nelly Furman recommends, "our course offerings as well as our pedagogical emphasis need to adjust to and exploit this new technology" (70). I agree with her concluding statement that the challenge for teachers is "to create a French studies program that is attractive to students with pluridisciplinary interests, across national borders and historical time zones, answering the needs of today's society" (79).

If any reader of this article knows of other Internet search engines that might facilitate our research and our teaching in French, please share the information with me at [jvillen@gwm.sc.edu]. A full text version of this article can be downloaded at my university Web site at [<http://www.sc.edu/beaufort/library/forlang.html>].

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University of South Carolina at Beaufort

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HELP RESTORE VERSAILLES

The *Parc de Versailles* was severely damaged during the storms that hit France after Christmas. More than 10,000 trees were uprooted as well as 80% of historic 18th- and 19th-century plantings, and it is estimated that it will cost \$36-38 million to repair the devastation. An international fund has been set up to help replant the trees. For information on contributing, visit [<http://www.chateauversailles.fr>].

CALENDRIER DE L'AN 2001 LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA

La 17^e édition de ce calendrier bilingue vient de paraître. On y célèbre, entre autres, le 300^e anniversaire de la fondation de la ville de Détroit en Canada (aujourd'hui en Michigan, USA) et la 150^e anniversaire de la mort de Jean-Jacques Audubon—pionnier de l'ornithologie américaine. **Prix: \$6.95 + \$1.55 chacun pour frais d'envoi = \$8.50 US**

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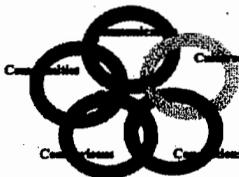
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AMERICAN STUDENTS TEACH ENGLISH IN FRENCH SCHOOLS

When I opened a letter from the *Service Culturel de l'Ambassade de France* in December 1997, I was stunned by the announcement. The French government was seeking 500 English-language assistants for French schools from the elementary level through high school. What a wonderful opportunity for students who wanted to work in France! Offered through the French Ministry of Education, the positions are for American citizens under the age of 30 who are graduates or undergraduates majoring in French. The assistants are paid a monthly stipend of 5600F (about \$800) for teaching English 12 hours per week under the supervision of teachers in the French schools to which they are assigned. The American students pay their own transportation to and from France for the seven-month experience. Four of my students participated in the program during the academic year 1998-1999 and one in 1999-2000. Three students have applied for the current year.

Application Process

In order to apply, candidates require the help of a college or university professor, who must send a written request for the applications to French Cultural Service, SCULE-Assistant Program, 972 Fifth Avenue, New York, NY 10021 or by e-mail to [new-york.culture@diplomatie.fr]. The packet, which is the same one used for the Fulbright teaching-assistant program in France, includes a four-page application, two recommendation forms, a medical certificate that must be signed by a doctor, and a page of instructions. As part of the application students must prepare a curriculum vitae in French and a short essay on the "les objectifs de votre séjour en France."

Completing the application process is a learning experience in itself and tends to turn away the faint of heart. I have my students photocopy the forms, fill them out to the best of their ability, and then we go over them together. The professor is responsible for returning all applications to the above address by March 1. The second year of the program (1999-2000) I organized a meeting in the fall for interested students so that they would have time to seriously consider applying several months before the deadline. Fortunately, two of the students who had participated in the program the previous year were able to attend the meeting and talk about their experiences.

Thinking Ahead

Students applying to be English assistants in France need to be aware of certain

inconveniences. The time frame for the program, October 1-April 30, means that students who are graduating in May or June must find a temporary job before they leave and perhaps after they return, if their future activities (graduate school, teaching positions, etc.) are determined by an academic calendar. Although health insurance is included during their employment in France, the periods before and after are not covered. Students must arrive in France with at least \$1000 to tide them over until they receive the first pay check. Official notification of acceptance in the program is supposed to arrive between June and August. The first year my students did not receive their letters until August or even early September, which caused some problems in



Kristin Keifer (third from the left, back row), an Ohio University student, was an English-language assistant at the Candresse Elementary School near Dax, France in 1998-1999. She returned for a visit with her students in May 2000.

getting less expensive plane tickets and procuring the visa.

The Experience

Among the five students who have participated from my university, four were seniors and one a junior who decided to take a year off to teach in France. Having been in touch with most of them either in person or by e-mail, I have learned a great deal about their experiences, both bad and good. The first year there was confusion about the orientation program for the new English-language assistants. In some cases, the *académie* to which they had been assigned was not aware they were coming. By the second year, the arrival of the American students in France went more smoothly, thanks in part to a booklet, *Carnet de route de l'assistant de langue*, which was sent to the candidates upon acceptance into the program. The booklet explains the steps to follow to deal with the required paperwork and how to contact the person in charge of the school to which the English assistant has been assigned. Each of my students had a different experience upon arrival, but they all agree that the most difficult challenge at first was finding housing. Although some help was offered locally, it was the student's

responsibility to find a suitable place to live, which varied from a small apartment to lodging at the school. In our discussions, the returning English-language assistants emphasized the need to be able to speak French well and to have perseverance when it comes to solving problems.

During their orientation in France, the students receive *Le guide de l'assistant de langue*, a 103-page book that includes practical living suggestions, information on the French school system, and ideas for teaching at different levels. The English-language assistants are on their own to create ideas and materials for oral interaction with children of all ages. The purpose of the language assistant program is for the students in France to hear the language spoken by

native speakers and to learn more about cultures where English is spoken. (The program also includes assistants from England, Ireland, Australia, and New Zealand.) The assistants who returned to campus advised those applying to start thinking about activities that encourage young students to speak. Kristin Keifer, my student who took a year off to teach in France already had experience working with American children in after-

school programs and summer camp. She was very successful in coming up with games, such as "Simon Says" and "Mother May I?" that her elementary pupils in France loved to play. Some of my students enjoyed having to provide their own ideas and materials for teaching English orally, while others complained that they always felt under-prepared and were not given advice from the teachers on site. As we learn more about the program in France, I think we can help our students prepare for the experience so that it will be enjoyable instead of stressful.

On the application form, candidates can indicate which age level (*école élémentaire, collège, lycée*) and geographical area they prefer, although there is no guarantee they will be placed according to their preferences. Kristin was delighted to learn that she would be working with elementary school children. When she arrived in Dax, she learned that she would be teaching in six elementary schools twice a week, some of them located in rural areas. Two days a week she walked six miles because there was no public transportation to the schools. In spite of the physical inconveniences, Kristin developed a close relationship with the children, continued to communicate with them by e-mail

during the following academic year, and returned for a visit this past summer. Kristin's experience probably represents the ideal situation the Ministry of Education had in mind when they created the program. However, my other students who worked as English-language assistants had problems that ranged from unruly students to hostile or indifferent teachers in the French schools. In spite of the negative aspects, the American students found that they learned a great deal during their experience in France.

Qualifications

The returning students have emphasized the importance of being able to speak French when they arrive and having the self-confidence to deal with the school system and bureaucratic challenges involved in obtaining the necessary documents to work in France. Four of the five students from my university who participated in the program had already been on study abroad programs. It is also important to be flexible, creative, and patient, especially during the early weeks when schedules for the assistants are in the process of getting organized. Before arriving in France, students need to prepare materials and develop ideas that are appropriate for the age group they will be teaching. Also, taking courses in language-teaching methodology and working with children in the public schools at home help prepare for the experience in France.

The first year of the program, I invited juniors and seniors to the meeting to discuss the opportunity to teach in France. For this fall, I have decided to invite freshmen and sophomores so that they will plan to study abroad, take methodology courses, and volunteer to teach French in our local public schools as part of a program that has recently been created. The more experience they have teaching language orally, the more successful they will be as English-language assistants in France.

One of my students gave me her copies of *Carnet de route de l'assistant de langue* and *Le Guide de l'assistant de langue*, which have helped me enormously in advising students who apply for the program. Since the recruitment of English-language assistants depends on the collaboration of professors in French departments in the U.S., it would be helpful if the *Service Culturel* would keep us informed about the program. (For example, the two publications I just mentioned should have been sent to those requesting applications.) I would be interested in hearing from my colleagues at other colleges and universities who have helped students participate in this program.

Lois Vines
Ohio University
E-mail: [lois.vines@ohiou.edu]

NEH SUMMER SEMINARS AND INSTITUTES FOR SCHOOL TEACHERS FOR 2001

The National Endowment for the Humanities is an independent grant-making agency of the Federal Government. Each year the NEH's Division of Education Programs offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. The dates and duration of each project are listed under each title. The application deadline for Summer Seminars and Institutes is **March 1, 2001**.

Amount of Award

All teachers selected to participate in a seminar or institute will be awarded a stipend of \$2800, \$3250, or \$3700 (depending on the length of the seminar or institute) to cover travel costs, books and other research expenses, and living expenses. Additionally all participants who teach in New Jersey will be awarded an additional travel stipend (from \$250 to \$1000, depending on the location of the seminar or institute) by the Geraldine R. Dodge Foundation of Morristown, NJ.

Eligibility

Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply to seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning any additional eligibility requirements specific to the project. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

How to Apply

Please send or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed here. When doing so, please include your regular mailing address since directors may send application material through the mail. You may request information about as many projects as you like, but you may apply to no more than one project. The deadline is **March 1, 2001**.

Information

Please direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the National Endowment for the Humanities Seminars and Institutes Program may be directed to Tel: (202) 606-8463 or e-mail: [sem-inst@neh.gov].

Equal Opportunity

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506. TDD (for the hearing-impaired only): (202) 606-8282.

SEMINARS

A seminar for school teachers enables fifteen participants to explore a topic or set of readings with a scholar having special interest and expertise in the field. The core material of the seminar need not relate directly to the school curriculum; the principal goal of the seminar is to engage teachers in the scholarly enterprise and to expand and deepen their understanding of the humanities through reading, discussion, writing, and reflection.

Cultural Responses to the Holocaust in America and Abroad

June 25-July 27, 2001 (5 weeks)
Alan Mintz, Brandeis University
Information: Benedict F. Hughes
Jewish Theological Seminary
3080 Broadway, Box 45
New York, NY 10027
Tel: (212) 678-8800 or (781) 736-2960
E-mail: [neh@jtsa.edu]

The Gothic Cathedral as a Mirror of Medieval Culture

June 25-August 2, 2001 (6 weeks)
Robert G. Calkins
Information: Lori Burris
Department of History of Art
35 Goldwin Smith
Cornell University
Ithaca, NY 14853
Telephone: (607) 255-4907
E-mail: [lab32@cornell.edu]
(Seminar Location: Paris, France)

American Ethnic Autobiography: Identity, Language and Culture

July 2-August 10, 2001 (6 weeks)
Miles Orvell
American Studies Program
Anderson Hall
Temple University
Philadelphia, PA 19122
Telephone: (215) 204-1054
E-mail: [orvell@univ.temple.edu]
(Seminar Location: University of Pennsylvania)

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NATIONAL FRENCH
WEEK: NOV. 7-13, 2001**

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

The AATF National FLES* Commission is delighted to announce the 2000-2001 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is: **LE FRANÇAIS: C'EST LA BEAUTÉ DE LA VIE. French is the beauty of life.** This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

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

pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.

6. Chapter Presidents are asked to send the posters postmarked by **April 1, 2001** to Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129. Please mail the posters first class and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2000-2001 National FLES* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 47 to order.

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

Please type or print all requested information:

Student's Name: _____

Student's Address: _____

City/State/Zip _____ Student's Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____ Teacher's Home Telephone: _____

SIGNATURES (All are required)

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

Student _____ **Date** _____

Parent/Guardian _____ **Date** _____

Sponsoring Teacher _____ **Date** _____

AATF Chapter President _____ **Date** _____

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:

Delores Crump, Bluford Communications Magnet School, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129

PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

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

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

Promotional Video: *Forward With French*

The AATF has produced a 10-min. video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, and a businessman. Condensed from a video produced by the Western New York AATF Chapter, it shows why French is still the language to learn. \$15.00 (member)/\$18.00 (non-member). **Forward with French** bumper stickers also available 2 for \$1.00/10 for \$4.00.

Promotional Video: *Allons en France*

This 10-min. video chronicles the experiences of the *Grand Concours* winners during their unforgettable two-week stay in France during the *Coupe du Monde 1998*. It is narrated by chaperone AATF Vice-President Judy Johannessen. \$12.00 (member)/\$15.00 (non-member).

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

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

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

AATF Guide to Support from Embassies: 62-page volume outlines areas of support from government agencies of France, Belgium, Quebec, and Switzerland and provides precise coordinates. \$8 (members)/\$10 (non-members)

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To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. *Prices as of 11/1/00

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

<u>Quantity</u>	<u>Size</u>	<u>Cost</u>
_____ Tee-Shirt @ \$18	L XL XXL (circle size required) (add an additional \$1 for XXL)	_____
_____ Video @ \$15		_____
_____ Open Your World / Forward with France / Allons en France (please circle)		_____
_____ Travel Guide @ \$12/\$15		_____
_____ Embassy Guide @ \$8/\$10		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

TOTAL ENCLOSED _____

Name _____

Telephone (day) _____

Address _____

Application deadline: Tuesday, February 15, 2001

Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2001 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

The scholarship includes: (a) tuition; (b) lodging on the campus; (c) breakfast and lunch from Monday to Friday; (d) books necessary for course work; and (e) access to the sports complex and to the library.

The scholarship recipient will be responsible for all transportation costs, for all meals not specified, for personal and incidental expenses, insurance, and for fees covering certain socio-cultural activities offered through the program.

The scholarship recipient may choose one of two sessions, July 3-20 or July 23-August 10: The intensive courses available during the first session (July 3-20) include: *Communication orale, Communication écrite or Atelier d'enseignement du français*. The second session (July 23-Aug.10) includes: *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director: **Serge Bienvenu, Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7; Tel: (514) 343-6990; FAX: (514) 343-5984.**

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2001 at the University of Mons. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees (see page 34 for more information).

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2002

AATF conference in Boston.

AATF French Government Scholarships

The French Cultural Service is offering AATF members 20 scholarships for study in France during the summer 2001. More information will be available in the January issue of the *National Bulletin*.

Other Scholarship Opportunities

We are currently awaiting confirmation of additional scholarships for study in Switzerland as well as scholarships from the Quebec Government for a two-week research seminar on Quebec culture. Watch the AATF Web site [<http://aatf.utsa.edu>] and the January issue of the *National Bulletin* for more information.

Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 2000-2001. Preference will be given to members who have been in good standing since January 1, 1998.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1996-2000) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2001-2002, and recipients of the Belgian and Swiss scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Boston, as indicated above.

Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2001. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted) or program of study (student applicant);
- evidence of professional commitment;
- future career plans in education;

- need for an immersion experience in a Francophone country;
- letters of recommendation;

Application

Application forms are available from your local Chapter President, on the AATF Web site [<http://aatf.utsa.edu/>], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation **plus four copies** be sent directly to Jayne Abrate, AATF Executive Director. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus four copies** of the application form and supplementary pages, cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, separate sets of application materials must be submitted for each country.
- 5) The application must be **postmarked by February 15, 2001**, to be considered for the scholarship. Incomplete applications will not be considered.

BIENVENUE À PHILADELPHIE

Réservez la date pour ...
Le Congrès Régional
(Région IV de l'AATF)
le 5-6 octobre 2001
à l'Hôtel Sofitel
(dans le Quartier Français)

Contactez: Diana Regan
Représentante de la Région IV
E-mail: [dregan10@hotmail.com]

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The American Association of Teachers of French invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or junior college). If there is no suitable candidate in any of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2002. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2001, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Denver.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be sent to the awards chairperson by the deadline of **March 15, 2001**.

The selection committee will consist of two members of the AATF Executive Council and one teacher-member at large. Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator. A teacher may receive the award only one time at the same level.

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 **March 15, 2001**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 15, 2001. The recipients will be notified by April 30 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years of teaching experience at the level for which they are candidates and must be teaching currently at the level for which they are candidates.
2. Nominees for the award must have

been members of the AATF for the past five consecutive years.

3. Current AATF regional or national officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level for which they are candidates.
5. Nominees must be participants in AATF activities locally, regionally, or nationally.

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have lead to
 - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
 - b. increased enrollment or expansion of curricular offerings,
 - c. previous teaching awards,
 - d. student participation in extracurricular French activities and exchange programs, or
 - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
 - a. participation in foreign language conferences and workshops
 - b. pursuit of advanced degrees and education
 - c. grant-supported research, projects, workshops, or travel
 - d. leadership and service in professional organizations
 - e. research or presentations at conferences or publications in professional media.
 - f. sponsorship of extracurricular activities or student exchange 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. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. 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 members of the selection committee. This two-page required form is available on the AATF Web site [<http://aatf.utsa.edu/>], from Chapter Presidents, and upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses 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/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the five packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **March 15, 2001**.

CULTURE SURVEY

The AATF Commission on Cultural Competence is conducting a survey of the teaching of French Culture at the graduate level in American universities. We are looking for volunteers to respond to a questionnaire that will be sent later this semester. Participants (professors and graduate students) must have experience in teaching or taking courses in French Cultural Studies and must be AATF members. Volunteers will have 3.5 months to respond. If you are interested, please send me, no later than **December 1, 2000**, your name, e-mail address, affiliation and title, and a one-line statement on your experience with French Cultural Studies at the graduate level. Thank you.

Alain-Philippe Durand
Dept. of Modern & Classical Languages
University of Rhode Island
Kingston, RI 02881-0812
Fax: (401) 874-4694;
E-mail: [adurand@uri.edu]

NEW! TWO AATF PROMOTIONAL FLYERS



A. *French by the Numbers*

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace.

B. *French is Not a "Foreign" Language*

Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

These flyers are available in quantity for 10 cents/copy or \$10.00 per hundred. The cost of producing and mailing these flyers to our members who request them is partially subsidized by the AATF. Larger orders 20 cents/copy. A complimentary sample copy is available upon request.

A. _____/B. _____ flyers x 10 cents each = Total amount for flyers _____

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 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 *Le Français m'ouvre le monde*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)
 - _____ *Le Français m'ouvre le monde*
 - _____ *Forward with French*
 - _____ *Allons en France*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Guide to Support from Embassies*
 - _____ *Travel Guide*
 - _____ FLES* report (See page 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 25 *Le Français en Amérique du Nord* notepads
 - _____ 25 *Forward with French* Bic pens

Total (\$50 per kit): _____

This entire kit is available for \$50 (postpaid). This represents a 15% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders.

Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;
Fax: (618) 453-5733.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

FOR TEACHERS OF HIGH SCHOOL STUDENTS

Angelo University in San Angelo, Texas has announced exciting opportunities for motivated high school students who want to continue their French language studies on the college level. In the fall 2001, a minimum of four Special Academic Scholarships will be awarded to outstanding high school graduates who wish to major in French. These awards may range up to \$7000 each and are renewable for four years. Out-of-state recipients of grants in the amount of \$1000 or more will pay in-state tuition only. Applicants should demonstrate strong academic ability and achievement in their respective fields. The Special Academic Scholarships may be combined with the prestigious Carr Scholarships that also take into consideration financial need. The priority deadline for completed applications is **February 1, 2001**. More information about ASU and the Department of Modern Languages is available from Dr. Edith H. Krause, Department of Modern Languages, Angelo State University, San Angelo, TX 76909; E-mail: edith.krause@angelo.edu; Web: <http://www.angelo.edu>.

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several potential benefits to a secondary French program. First, 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. Second, 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. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the induction ceremony, and/or leading other chapter events.

Information is available from Sharon B. Rapp, National President SHF, 1817 South Blvd., Conway, AR 72032-6205; e-mail: sbrapp@conwaycorp.net or from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331, E-mail: hkt0718@louisiana.edu.

Toujours mieux! L'homme qui sait deux langues en vaut deux!

FIRST-EVER INTERNATIONAL EDUCATION WEEK IS NOVEMBER 13-17

U.S. Secretary of Education Richard W. Riley has set the week of November 13 as a special time for students to recognize the value of gaining a broad understanding of the cultures, languages, and governments of other nations.

"The power of people-to-people connections plays an ever-increasing role in today's global economy," Riley said. "I strongly believe that the growth of democracy, economic prosperity, and social stability throughout the world is linked to the advance of international cooperation and education."

International Education Week is part of a larger response by the Departments of Education and State to an April 19, 2000, Presidential directive aimed at increasing support for international education.

Riley has invited all of the ambassadors serving in the U.S. to visit a school or college during the special international week. So far more than 40 have accepted. Likewise, the State Department is asking U.S. ambassadors abroad to visit an educational institution in their area.

Riley noted that in 1997-1998, only 114,000 Americans studied at universities abroad—and only half of that number for a semester or more. He also said there should be a greater emphasis on teaching children a foreign language in the early grades and supports the dual-language program in which children learn English as well as gain or retain literacy in a second language.

"If more Americans understand the language and cultures of others, I believe that we will be more likely to avoid conflicts and reach across the cultural differences to form international friendships and partnerships," Riley said.

Riley has visited and met with numerous APEC and G8 ministers of education as well as the ministers from Brazil, Ireland, and Mexico. These meetings have created a spirit of international cooperation that has helped students in the U.S. and elsewhere take greater advantage of the latest learning technologies, access to the Internet, and distance learning opportunities in order to further their education.

In order to help teachers celebrate International Education Week, the Department of Education has prepared the Teacher's Guide to International Collaboration on the Internet. To order a copy of this guide, please e-mail your name and address to teacherguide@us.learn.org.

Additional information, including the complete text of the directive, is available online at <http://exchanges.state.gov/iep>.

AMERICAN TRANSLATORS ASSOCIATION PUBLISHES TRANSLATION AND INTERPRETATION SERVICES SURVEY

The first edition of the *ATA Translation and Interpretation Services Survey* is now available. The survey contains information that represents the most complete, accurate, and up-to-date income data on the translation and interpretation professions. For example, it shows that a T&I professional working for the federal government makes \$36,000-\$38,000 per year.

The survey is based on more than 850 responses from translation and interpretation professionals. This valuable resource includes compensation data, trend information, education and experience levels, and other profile information on seven common employment classifications found in the translation and interpretation professions. The survey was conducted and compiled by Industry Insights, Inc., a professional research firm. The compilation of the survey data was conducted in compliance with all applicable laws, including antitrust laws.

To order, please contact: American Translators Association, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone, (703) 683-6100; Fax (703) 683-6122, E-mail, [\[ata@atanet.org\]](mailto:[ata@atanet.org]). The cost is \$45 to ATA members and \$60 to non-members.

The American Translators Association, founded in 1959, is the largest professional association of translators and interpreters in the U.S. with over 7200 members. ATA's primary missions include fostering the professional development of translators and interpreters and promoting the translation and interpretation professions.

**2001 AATF CONVENTION
DENVER, COLORADO
JULY 5-8, 2001**

NEW! QUEBEC KIT

The *Ministère des Relations internationales du Québec* has provided the AATF with 500 Quebec kits for us to distribute to our members. Each kit includes a full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. To obtain a Quebec kit, send \$7.50 for the first kit (\$2.50 for each additional kit) to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. AATF members pay only the cost of postage and handling.



AATF COMMISSION ON CULTURAL COMPETENCE
Marie-Christine Koop and Sharon Rapp, Co-Chairs



The AATF National Commission on Cultural Competence has just published a new volume on France!

A second volume prepared by the Commission has just been published by Summa Publications. It is titled *France at the Dawn of the Twenty-First Century: Trends and Transformations/La France à l'aube du XXI^e siècle: tendances et mutations*. It contains 19 articles on contemporary French society and was edited by Marie-Christine Koop, with the assistance of Rosalie Vermette. This volume presents an overview of major cultural themes in contemporary France and a large number of bibliographic references. It will prove very useful to Francophiles, academics, teachers of French at all levels, and students of French language and culture. It may be used as a reference manual or text on contemporary France. Royalties from the sale of this volume will go to the AATF; the order form appears on page 42 of the *National Bulletin*. Support your association and the Commission on Cultural Competence by asking your school library to purchase the volume.

We are expecting a response from the Quebec government regarding a two-week research seminar that will be held in Quebec (McGill University and the Université Laval) in July 2001. The announcement and application form will appear in the January issue of the *National Bulletin* and on the AATF Web site. Check the Culture Commission Web site for information as it becomes available.

Alain-Philippe Durand is conducting a survey on programs of study focusing on French culture and civilization in American colleges and universities. If you are involved in such programs, participate in this survey that is sponsored by the Culture Commission (see announcement page 30).

Commission Co-Chairs may be contacted as follows:

Marie-Christine Koop
Dept. of Foreign Languages and Literatures
University of North Texas
P.O. Box 311127
Denton, TX 76203-1127
[koop@unt.edu]

Sharon Rapp
Foreign Language Department
Conway High School West
2300 Prince Street
Conway, AR 72032-3749
[sbrapp@conwaycorp.net]

Visit the Commission Web site at [<http://courses.unt.edu/koop/aatfculture.htm>]

AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French, primarily at the college/university level. Although the labor involved in coordinating a job list for K-12 positions prevents us from maintaining such a list, we do occasionally get calls from schools looking for K-12 teachers.

We also offer a dossier service. The dossier service is available to teachers at all levels who want a secure place to maintain their complete placement file and personalized service.

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$3 charge for members living outside the U.S. AATF membership is required. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [rosalba@siu.edu].

PARIS CONVENTION VIDEO NOW AVAILABLE

The video made of the opening day of the Paris convention is now available. Thanks to the generosity of TV5, which is providing the video free of charge, we are able to offer it for only the cost shipping and handling. The 90-minute video contains the program "Les Profs en fête" hosted by Bernard Pivot and Michaële Jean. In addition to several performances of songs and an African text, filmed excerpts from French classes around the world, and audience interaction, Pivot also conducts *une dictée* entitled "La Cédille." For those lucky enough to be present, it was an unforgettable experience. You can obtain a copy by sending a check for \$8 to Paris Convention Video, AATF, Mailcode 4510, Southern Illinois University,



Carbondale, IL 62901-4510. While supplies last.

CORRECTION DES EXERCICES sur l'article de la «Vie des mots» paru dans la *French Review*, vol. 73, no. 5, April 2000. Les activités se trouvent à la page 20.

I. Article défini ou indéfini:

1. le; 2. un, 3. la, 4. la, 5. une, 6. le, 7. l', 8. des, 9. des, 10. les.

II. Exemples de phrases avec adjectifs ou adverbes en -os:

1. Calmos les enfants! Cessez donc de vous chamailler!
2. Viens donc à cette exposition, c'est gratos.
3. Qu'est-ce-qu'elles sont chicos les boutiques de la rue Saint-Honoré!
4. Le prisonnier a été libéré sur parole. Il ferait bien de se tenir peinardos maintenant.
5. Grouille-toi un peu, t'es vraiment pas rapidos!
6. Les nanas rupinos de ces quartiers ouest avaient toutes une bonne espagnole.
7. Moi, j'étais toute tranquillos allongée sur la plage.
8. Le type restait coolos malgré ses pertes au Casino.

III. 1. b, 2. a, 3. c, 4. d, 5. a.

NEW VISIONS FOR FOREIGN LANGUAGE EDUCATION IN THE U.S.



In a recent memorandum on international education policy, President Clinton advocated a new and more important role for the study of a second language for every American child. In that memorandum of April 19, he stated: "To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures."

Foreign language educators are responding to this and other demands for more and longer sequences of study for all American children. From June 15-18, 160 foreign language educators attended a retreat in Leesburg, Virginia where they developed an action plan for the promotion of foreign language education in the United States. The group represented a broad spectrum of foreign language educators, including teachers, program directors, college and university professors and representatives of publishers and governmental agencies from throughout the nation.

Supported by funds from the U.S. Department of Education awarded to the National K-12 Foreign Language Resource Center (NFLRC) and administered by the American Council on the Teaching of Foreign Languages (ACTFL), conference participants examined and discussed current issues relating to foreign language education in the U.S.

The goal of the project is to assure that every child in the nation has an opportunity to learn to communicate well in at least one language other than English, beginning in the earliest grades for all children and continuing through the university level for Americans who need more specialized language skills.

The project is continuing as groups of educators and national organizations work together to address issues related to research on how children and adults best learn to speak and understand a foreign language, how to find and train enough teachers to fill the classrooms of the nation as all children begin to study another language, and how to develop and maintain cutting-edge programs and teachers.

Over 5000 language educators are expected to continue discussion of the project at the annual meeting of the American Council of Teachers of Foreign Languages and numerous other national and regional language organizations in Boston, November 17-19.

AATF members participating in the project were Jayne Abrate, Executive Director (IL); Eileen Angelini (PA); Robert Ballinger (OH); Pat Barr-Harrison (MD); Jane Baskerville (VA); Vice-President Brenda Benzin (NY); Susan Colville-Hall, Co-Chair of the AATF Commission on Professional Teacher Standards (OH); Ruta Couet (SC); Nancy Gadbois, Co-Chair of the AATF Commission on Student Standards (MA); Charlotte Gifford (MA); Virginia Gramer (IL); Robert Headrick (MN); Suzanne Hendrickson, President, Arizona AATF Chapter; Catherine Hewitt (SC); Susan Jacoby (NJ); Richard Kalfus (MO); Isabelle Kaplan, President, Vermont AATF Chapter; Gail Massot (DC); Sharon McCullough (SC); Mary McGehee (LA); Myriam Met (MD); Rita Oleksak (MA); Deborah Parks (WA); Sharon Rapp, Co-Chair of the AATF Commission on Cultural Competence (AR); Mary Lynn Redmond (NC); Carol Saunders (GA); Jane Shuffleton (NY); Martin Smith (NJ); Emily Spinelli (MI); Former Vice-President Margot Steinhart (IL); Region VII Representative Ann Sunderland (MO); Deborah Wilburn Robinson (OH); Sharon Wilkinson (WV); Karen Willetts (MD).

BOURSES D'ÉTÉ 2001 OFFERTES PAR LA COMMUNAUTÉ WALLONIE-BRUXELLES/ COMMUNAUTÉ FRANÇAISE DE BELGIQUE

Le Commissariat général aux Relations internationales de la Communauté française de Belgique alloue deux bourses à des membres de l'AATF en vue de participer à un stage de perfectionnement en langue française pendant l'été 2001 à l'Université de Mons, Belgique

Description du programme:

- Dates: du 2 au 27 juillet 2001 (4 semaines)
- Logement: en chambre individuelle
- Cours:
25 heures par semaine (langue, culture, civilisation)
Répartition des participants par groupes de niveaux établis en fonction d'un test initial
3 ou 6 crédits peuvent être obtenus pour les universités américaines
Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale
- Excursions: Visites de musées
- Excursion dans un lieu historique en Wallonie ou à Bruxelles
- Week-ends: Libres-maintien du logement

Les 2 bourses de la Communauté Wallonie-Bruxelles de Belgique couvrent: droits d'inscription (*tuition*), logement, indemnité journalière de 700 francs belges par jour pour frais de repas, assurance maladie.

Étudiants payants (*paying students*): *first come, first served!* Le coût total approximatif pour le séjour linguistique à l'université de Mons (*tuition, lodging, excursion, meals*) est 1000\$.

NOTE: *The cost of international travel is paid by the participants.*

For more information about the program and the Université de Mons, please contact: Éliane De Pues-Levaque, Représentante permanente, Bureau Wallonie Bruxelles; Tél: (225) 342-3588; Fax: (225) 344-0066; E-mail: [walbrula@aol.com].

To obtain an application form, please contact AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733; E-mail: [abrake@siu.edu]. The application form is also available on the AATF Web site at [<http://aatf.utsa.edu>] or from AATF Chapter Presidents.

SALUT LES JEUNES



Rendez-vous des idées pour les niveaux FLES*/Middle School

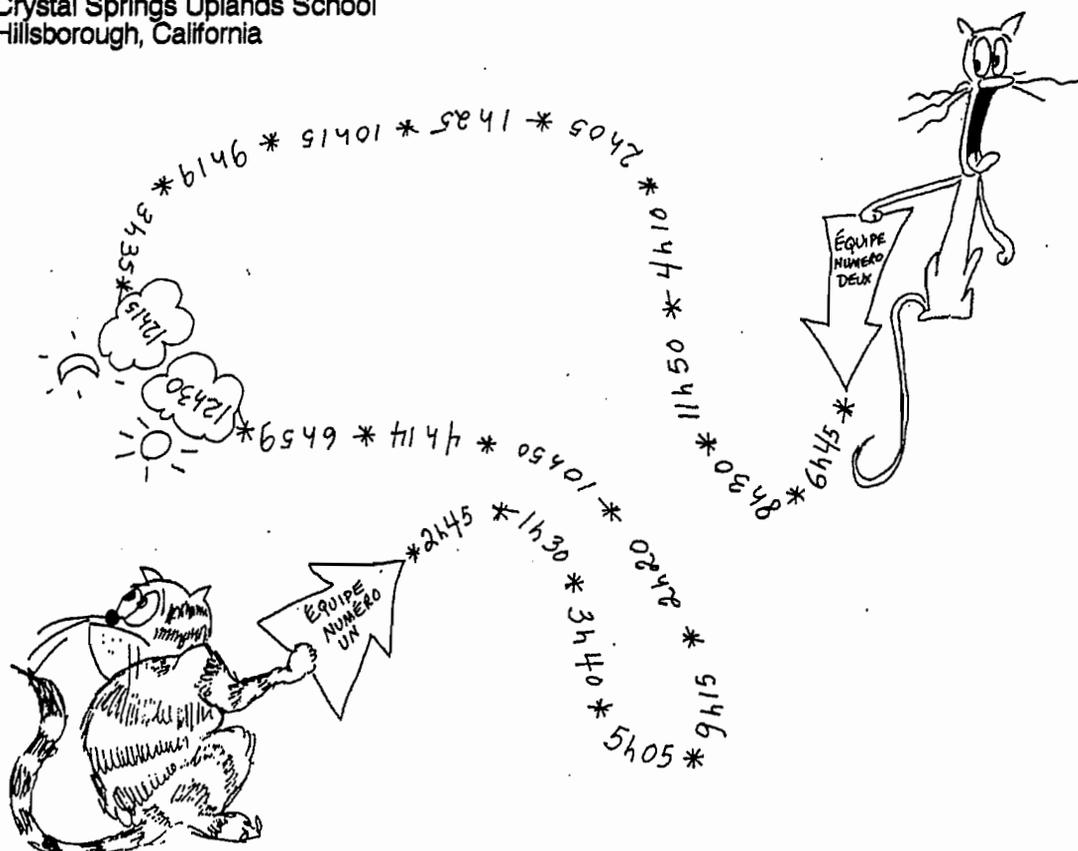
We invite FLES* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; Fax: (650) 323-4016; E-mail: [mmemiller@aol.com].

Le Labyrinthe de Vocabulaire

Students don't truly internalize a vocabulary word until they have repeated it over seventy-five times, say the experts. Providing enough repetition for students to reach that number without boring them to tears or boring the teacher is not an easy task. This game has proved successful not only for French vocabulary, but for English as well in elementary, middle and high school classes. The following example is written up for telling time, but numbers, dates, verb forms, and vocabulary can be easily arranged in the maze form. Place the most difficult forms nearest the arrows as they will be repeated the most often.

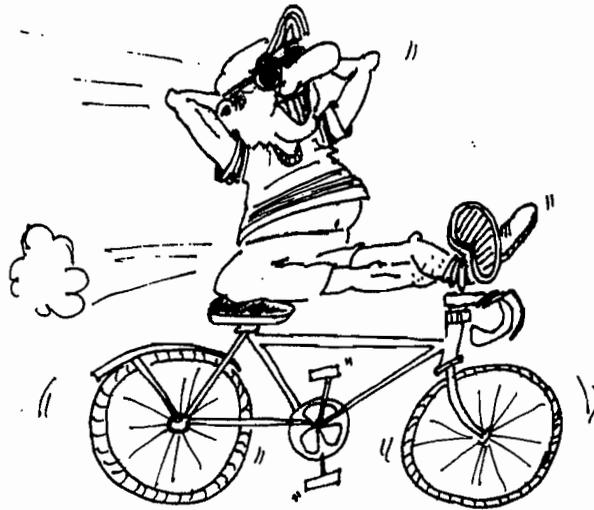
Give each student a copy of the maze, *le labyrinthe*, or put it on an overhead projector to save paper. Divide into two teams and give the students a few minutes to drill their own teammates before starting. This is sometimes the most valuable part of the game as they are teaching each other. Students can sit on the floor or on top of the desks with their teammates. The first team begins, pronouncing in turn from their arrow until an error is made. At that point, the other team begins, starting at their own arrow at the other end of the paper, and they continue taking turns until an error is committed. The first team then has a turn again, but must start back at the beginning. If you start each time with the student who has made the error, the students will have a greater variety of turns. If the same student is making the error every time, however, avoid the embarrassment and the monotony of his teammates always having the same word, and simply choose a new person to begin. You will be delighted with the results and the enthusiasm with which they voluntarily plunge into repetition!

Elizabeth Miller
Crystal Springs Uplands School
Hillsborough, California



VIVE LE TOUR DE FRANCE!

Honor
Lance Armstrong
and celebrate the American victory in
le Tour de France!
Continue the excitement of French
in your school throughout the year!



Create more American victories

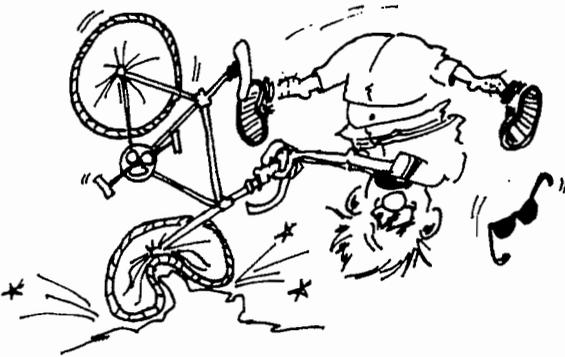
by bringing your students the excitement of the **National French Contest** sponsored by the AATF (American Association of Teachers of French). Let your community see what is unique about your elementary school through your **national** and **local AATF chapter winners**.

Like **le maillot jaune** which honors the victor at each **stage**, every school has a winner.
Like **le maillot blanc** which honors the young riders, even the youngest students can shine.

Don't miss out! Help us bring your elementary school French programs into our teacher network. Creative teachers all over the country are introducing children in grades 1 to 6 to the extraordinary world of speaking French while they are at their most receptive age. These children are:

**stronger in other academic disciplines,
they have an increased global vision,
they are more confident about themselves,
and are more tolerant of others.**

- Help us find those teachers who haven't joined AATF who would like the opportunity to share ideas and resources with other elementary foreign language teachers (FLES).
- AATF provides support, pedagogical workshops, publications, the National French Contest, and a network to help interact with other French teachers at this level.



- Contact Sidney Teitelbaum (Box 32030, Sarasota, FL 34239)
- or Elizabeth Miller (74 Tuscaloosa Ave, Atherton, CA 94027;
Email: mmemiller@aol.com)
- or visit the contest page on the internet (<http://aatf.utsa.edu/concours>)

KEEP THE VICTORIOUS SPIRIT ALIVE!

UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future during the 2000 membership year. Created in 1992 in order to support specific projects of immediate importance, the Fund accepts contributions of all amounts. The following individuals contributed during the period October 16, 1999 to September 15, 2000.

PATRONS (\$100-\$499): Jayne E. Abrate (IL), Joanna Crane (AL), Helen M. Cummings (MA), Jacqueline Elliott (TN), Mary Jo Netherton (KY), Jane M. Robert (MO), Anne Slack (NY), Albert Valdman (IN).

SUSTAINING MEMBERS (\$50-\$99): Pauline Coll (VA), J. Sanford Dugan (MI), Patricia T. Gillespie (TX), Elizabeth M. Jones (NY), Bernard Marie (VA), Robert H. Ritter (OH).

There have been no new contributions at the **BENEFACTOR** (\$1000 or more) or **SPONSOR** (\$500-\$999) levels.

We have also welcomed a number of smaller contributions between \$10 and \$49 from the following individuals: Joanne Baker-Farnsworth (MA), William D. Bell (GA), Margery M. Bevad (NY), Richard J. Biermann (CA), Lucien R. Boisvert (CT), Donna L. Clementi (WI), Denise A. Cordova (FL), Virginia F. Cote (RI), Barbara E. Curtis (NJ), Martha George Burns (AL), Judith J. Butler (MI), Charles Carlut (OH), Carleton W. Carroll (OR), Muriel F. Dominguez (VA), Eveline Felsten (NY), Marie Rose Gerdish (IL), Janice B. Gerton (NY), Marilyn A. Gilboy (MA), Gisèle C. Gille (NY), Michel Girardin (France), Jane Black Goepper (OH), Blanche Goldberger (NY), Virginia Gramer (IL), Garrett R. Heysel (PA), Stirling Haig (NC), Renee Hamilton-Clark (Qatar), Susan S. Hand (MD), Mary A. Hockman (IL), Catherine Hodges (NC), Marie-Laure M. Hollander (NJ), Patricia J. Hunt (WA), John James Janc (MN), Barbara R. Melbye Janssen (MN), Doris Kadish (GA), Susan Kaplan (NY), Gisèle Kapuscinski (CA), Charlotte C. Kelsey (IL), Rebecca K. King (KY), Odile A. Kory (NY), Robert C. Lafayette (LA), Carlina A. Lawson (SC), Pamela J. Lezotte (NE), Robert J. Ludwig (NY), Carol Mackay (IN), Joseph Marthan (NJ), James P. McNab (NC), Charlotte A. Moran (MD), Hera P. Morgan (DC), Catharine Neylans (NC), Virginia Nyabongo (TN), Elizabeth Orloff (MI), James S. Patty (TN), Barbara P. Ransford (AR), John A. Rassias (VT), Barbara L. Rusterholz (WI), Harriet G. Saxon (NJ), Michele G. Shockey (CA), Regina Doyle Sternlicht (MA), Deborah K. Stout (OH), Nicola G. Tollefson (WA), Jean-Paul Valette (MA), Rebecca M. Valette (MA), Liliane M. Vassberg (TX), Stephen Walton (OR), Nevert Wanger (NY), Donald Wladaver (NY)

Ann Wolff (MN), Pierre Yperman (WY).

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollar counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2001.

CHANGES ON THE AATF WEB SITE

Starting in November, you will notice a number of changes appearing on the AATF Web site at [<http://aatf.utsa.edu>]. The site is being reorganized and updated to reflect changes in our national activities such as National French Week. In addition, weekly news updates will be added as well as video clips. The *Babillard des membres* also has a new coordinator, AATF member Betty Clough of Austin, TX. Re-visit the Web site if you have not been there in a while, and if you have never tried it, now is the time.

BIENVENUE À PHILADELPHIE

Réservez la date pour ...

Le Congrès Régional (Région IV de l'AATF)

le 5-6 octobre 2001
à l'Hôtel Sofitel
(dans le Quartier Français)

Contactez: Diana Regan
Représentante de la Région IV
E-mail: [dregan10@hotmail.com]

Now available...

REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Eric Vincent along with a visit of Paris. The multicultural Francophone flavor of Vincent's music and the dynamism and poetry of Paris combine to create an exciting document to accompany any language program. The 40-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 p. 38 to order).

ANNOUNCING A NEW WEB SITE PROMOTING CULTURE & LANGUAGE

CulturallyCorrectPapers.com

CulturallyCorrectPapers brings together a series of articles on culture and language written by business professionals and educators from the state of Michigan. Presented in a convenient format of ten pages or less, these country-specific studies provide an overview of current business practices and protocol around the world.

Current Papers: Doing Business in France introduces French business protocol: greetings, leave taking, using the telephone, conversing, networking, punctuality, social graces, table manners.

French Business and Social Etiquette reviews French business practices: business hierarchy, social and class structure, business relationships, management style, meetings, negotiations, decision-making, protectionism, French unions.

Doing Business in Germany discusses German business practices: business hierarchy, social and class structure, business relationships, management style, meetings, negotiations, contracts, government regulations, German unions.

Language Programs: Learn French A Phrase a Day is designed for students who have had a minimum of one year of French. It helps students improve their pronunciation and increase their vocabulary, while they review basic grammar structures. Repetition of words and phrases in different contexts gives students more flexibility in their approach to the language. Instructors, add the Phrase a Day Program to your on-line databases!

Future topics will include Switzerland, China, India, Japan, and Mexico.

AATF PEN PAL BUREAU

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

AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany orders. Prices listed apply only to stocks on hand. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>]. Please allow 4-6 weeks for delivery.

REPORTS OF THE AATF FLES* COMMISSION

1. **NEW!** *French FLES* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
2. *The FLES* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
3. *Attracting French FLES* Students*. Gladys Lipton, Editor, 1996. \$9.00.
4. *Reaching All FLES* Students*. Gladys Lipton, Editor, 1995. \$9.00
5. *FLES* Methodology I*. Gladys Lipton, Editor, 1994. \$9.00.
6. *Expanding FLES* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
7. *Evaluating FLES* Programs*. Gladys Lipton, Editor, 1992. \$9.00.
8. *Implementing FLES* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
9. *Innovations in FLES* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
10. *The People Factor in FLES* Programs*. Gladys Lipton, Editor. 1989. \$8.00.
11. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. 1988. \$7.50.

NEW! Any 5 FLES* Reports for \$40. Complete set of 11 Reports for \$80.

PROMOTION OF FRENCH

Video: Open Your World With French/ Le français m'ouvre le monde (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

Video: Forward with French (10 min.) Interviews with business people in NY state who use French in their work. \$15.00 (members)/\$18.00 (nonmembers)

Video: Allons en France (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde 1998*. \$12.00

T-shirt: Le français m'ouvre le monde, navy with world map and areas where French is an official language highlighted, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

Travel Guide (119 pp) gives advice for teachers planning student trips abroad or exchanges, including resources, orientation, liability, sample forms. \$12.00 (members)/\$15.00 (nonmembers).

Guide to Support from Embassies (62 pp) outlines sources of information from the governmental agencies of France, Belgium, Quebec, and Switzerland. \$8.00 (members)/\$10.00 (nonmembers).

PROMOTIONAL FLYERS (sample copy available on request)

2 NEW Flyers! *French by the Numbers & French is Not a "Foreign" Language* highlight the importance of French in the world and to speakers of English. 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

Why Learn French? Highlights business and career reasons to study French; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

Top 10 Reasons to Learn French; \$5/ hundred for postage & handling.

Speaking French: an investment in the future; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

Why French FLES?* \$5.00/hundred for postage & handling.

NEW! *Bumper Stickers: Forward with French*. 2 / \$1.00; 10/ \$4.00.

TEACHING VIDEOS

NEW! *Reflets français*, a 40-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (nonmembers).

À Poitiers entre mai et octobre, a 23-min. video accompanied by a pedagogical guide. Filmed in France. **Special offer:** \$10 (while supplies last).

MEDALS

La Minerve, 41 mm bronze (from government mint in Paris) \$22.00.

Les Armes de Paris, 32 mm bronze (from government mint in Paris) \$18.00.

AATF medallions, 1½ in.; blue, gold, and white *cloisonné* enamel; reverse side plain; two designs; please specify. Each \$5.25. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexagon, with "American Association of Teachers of French" around perimeter.

AATF pins, ½-in. square with letters AATF. Each \$4.00

MISCELLANY

AATF Certificate of Merit. Each 15 cents.

Tout Paris. Full-color illustrated guide to Paris. 128 pp. \$15.00

Paris Monumental, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

Color postcards, set of 20 (Provence, Châteaux, Cathédrales, Bretagne, Paris) \$6.00.

AATF Coloring Book, 16 pp. 8" x 11" for FLES* students. \$1.00 each.

French FLES* Stickers: "AATF, FRENCH FOR KIDS, FLES* in Grades K-8." 4/\$1.00.

L'Année en français: Un Calendrier perpétuel. 1994. A project of the AATF FLES* Commission. Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

NEW! *Color Notecards*: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES* Poster Contest; blank inside. \$10.00.

Swiss Kit. New updated version! General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$4.00 for the first copy; \$1.00 each additional copy (old version also available, while supplies last).

NEW! *Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. \$7.50 for the first copy; \$2.50 each additional copy.

NEW! AATF PROMOTIONAL ITEMS

AATF Mouse pads: Ici on parle français! Each \$5.00

AATF Mugs: White with blue logo and name. Each \$6.00

AATF Notepads: Le français en Amérique du Nord (1/2 sheet, 50 sheets per pad): Each \$1.50.

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.00; 10 for \$5.00.

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. Each \$8.00 (discounts for quantities).

AATF Portfolio-size zippered bag: "Le Français m'ouvre le monde." Navy nylon with white handles. \$10.00 (while supplies last).

AATF Tote bag: Le français au cœur de l'Amérique." Black nylon with handles. \$10.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 6/30/01.

National French Week 2001 materials will be announced in the April issue of the *National Bulletin* and will be posted on the AATF Web site [<http://aatf.utsa.edu/>] as soon as they become available.

PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

New! French By the Numbers

AATF's newest promotional flyer. White on red flyer which highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace and particularly to the American economy.

50 copies @\$5.00; 100 copies @ \$10 (*member prices); 20 cents each for quantities larger than 250.

New! French is Not a "Foreign" Language

New promotional flyer. Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

50 copies @\$5.00; 100 copies @ \$10 (*member prices); 20 cents each for quantities larger than 250.

Why Learn French

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

50 copies @\$5.00; 100 copies @ \$10 (*member prices); 20 cents each for quantities larger than 250.

Speaking French: an investment in the future

Red, white and blue brochure explains why French is a world language! It explains why today's French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities.

50 copies @\$5.00; 100 copies @ \$10 (*member prices); 20 cents each for quantities larger than 250.

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

A red, white, and blue brochure which lists 10 excellent reasons why students should learn French including increasing their advantage in the global job market and improving their critical and creative thinking skills. First-class postage and handling of \$5.00 per 100 required in quantities.

Why French FLES*? (developed by the AATF FLES* Commission)

This flyers offers reasons and testimonials on the importance of beginning the study of French at a young age. First-class postage and handling of \$5.00 per 100 required in quantities.

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



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

*Prices as of 11/1/00

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
_____	French By the Numbers @ \$0.10 each, 50 @ \$5.00	_____
_____	French is Not a "Foreign" Language @ \$0.10 each, 50 @ \$5.00	_____
_____	Why Learn French? @\$0.10 each, 50 @\$5.00	_____
_____	Speaking French @\$0.10 each, 50 @\$5.00	_____
_____	Top Ten Reasons to Learn French (\$5 postage & handling/100)	_____
_____	Why French FLES*? (\$5 postage and handling/100)	_____

TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

FRENCH CULTURAL SERVICES MEDIA QUESTIONNAIRE

The Audiovisual Bureau of the French Cultural Service is in the process of evaluating the distribution of French media in your area. We would be most grateful if you would take a moment to respond to the following questions, returning the questionnaire by mail to the address indicated as soon as possible. In exchange, we would be happy to include you on our mailing list and send you information on our cultural activities regularly.

Please base your responses on all the French media you use, including television, radio, cinema, via local stations, satellite, cable, and the Internet. For details on French media, including how to access the services mentioned, consult our Web site: [<http://www.frenchculture.org>] *Merci!*

1. "Le Journal" the daily French world news
Please list the station, day, and time you watch the news:
 - a.

- b. Please indicate its actual or potential usefulness in the classroom from 1 (least) to 5 (most).

1	2	3	4	5
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2. Have you ever seen any of the following services: (Circle those you've seen)
 - a. SCOLA
 - b. indicate its usefulness in the classroom. 1 2 3 4 5
 - c. The International Channel
 - d. indicate its usefulness in the classroom. 1 2 3 4 5
 - e. French programs relayed by public stations or access channels in your area (Please note the station name, & channel eg: WXYZ-Ch12)
 - f. Please indicate any program you've seen and its usefulness:

French Focus/France Feeling	1 2 3 4 5
-----------------------------	-----------
 - g. Canapé 1 2 3 4 5
 - h. Lettres de France/du Canada 1 2 3 4 5
 - i. Les Clips pour apprendre 1 2 3 4 5
 - j. Orthogaffes 1 2 3 4 5
 - k. Mon Âne 1 2 3 4 5
 - l. Funambule 1 2 3 4 5

3. Do you watch *French in Action*?
 - a. Yes No
 - b. If YES, is it via a TV station or on cassette?
 - c. Please indicate its level of usefulness 1 2 3 4 5

4. What other French TV programs do you find useful in class? List names of the shows and the distributors:

5. Do you ever listen to Radio France Internationale via (circle all that apply)
 - a. the INTERNET, such as via FRANCELINK [<http://www.francelink.com>]
 - b. Shortwave radio (list frequency you use):
Reception is: poor satisfactory excellent
 - c. Retransmission by the DISH or other satellite network
 - d. Relay by a local radio station (list call letters)
 - e. Please indicate its usefulness in the class 1 2 3 4 5

6. If you listen to other radio programs in French, such as Canadian shows or the cassette series "Champs Élysées," please list them here:

7. (For radio & TV) What types of programs in French interest you the most?

a. music	b. discussion	c. educational
d. documentary	e. dramatic	f. comedy
g. sports	h. current events	

8. (For TV programming) Would you favor subtitles
 - a. in English?
 - b. in French?

9. TV-5, the worldwide French language channel, is available 24 hours a day via satellite. The DISH Network provides rebates to cover the purchase and installation of satellite receivers (about \$300), and TV-5 costs around \$100 per school year. Thousands of teachers and their students enjoy TV-5. Detailed info is available by calling (888) 902-5322 or (800) 333-3474.
 - a. Have you already been informed about the availability of TV5? Yes No
 - b. Would YOU be willing to buy the satellite dish and subscribe to TV5? Yes No
 - c. Would your school be interested? Yes No
 - d. If your response is NO, please indicate an explanation below:
 - a. The service is too expensive
 - b. The service is too complicated to install
 - c. We already have cable
 - d. Administrative problems
 - e. Other (list):

10. If you already subscribe to TV5, what programs interest you most?

11. Have you used the Web site [<http://www.tv5.org>] to find teacher info and exercises to use in the class?
 - a. Yes No

12. Do you access the Internet in your French classroom?
 - a. Yes No
 - b. If so, which Web sites do you use in the classroom?
 - c. Please indicate the Internet's usefulness in the classroom.

1	2	3	4	5
---	---	---	---	---

13. Have you ever seen or used WEB TV? Yes No

14. Are you aware of a channel or media center which might relay our programs? If so, note down the contact information here:

15. (Optional) Please circle all profile info which pertains to you :
 - a. I have taken Internet training
 - b. I have taken computer training
 - c. I have visited France
 - d. I have lived in France (How long? _____)
 - e. I speak French at home
 - f. I speak another language (other than English/French)

16. I have a :
 - a. shortwave radio
 - b. VHS player/recorder
 - c. video camera
 - d. DVD player
 - e. cable TV subscription
 - f. satellite TV subscription - circle: DIRECT TV or DISH
 - g. pay TV subscription (like HBO)
 - h. computer (what kind?)
 - i. DSL or cable modem
 - j. CD-ROM drive
 - k. DVD drive

17. I've created a Web site with my students: a. Yes No
b. (If yes, BRAVO!! list the Web address here, please)

18. I've participated in international Internet/ chat projects: Yes No
If YES, please describe:

19. Name the last three French films you've seen. Please indicate if they were viewed in a cinéma (c) on TV (t) or on vidéo (v)
a)
b)
c)

20. Please indicate where you access French Films:
a) Name of Cinema :
b) Video store: c) TV channels (like Bravo)
d) Film Festivals (list dates & places): e) Mail-order or online distributor of cassettes (like FACSEA):

21. If you want to receive regular updates, please fill out the following information:
Name:

School

Address to receive mail :

City, State, Zip:

Tel: Fax: E-mail:

Level of French taught:

French textbook used in school:

22. Do you also teach Spanish now? Yes No

23. Please list any requests or suggestions here.

To be put on our mailing list and to receive a special gift, please return this questionnaire by **December 15, 2000** to: FRENCH MEDIA QUESTIONNAIRE, Audiovisual Bureau, French Consulate, 1340 Poydras, Suite 1710, New Orleans, LA 70112

CALL FOR CONTRIBUTIONS

Thanks to a grant from the French Cultural Services, the association Women in French (WIF) plans to publish a special volume of its refereed journal *Women in French Studies (WIFS)* on bibliographical articles. The volume will have a pedagogical objective and provide guidelines for instructors who wish to teach a variety of courses on women. Authors will follow the guidelines established for the submission of articles to *WIFS* with a 6000-word limit (see the complete call for contributions and the guide for authors at [<http://www.as.wvu.edu/wif>] under "Annonces" and "Studies"). They should send one clear hard copy, NO LATER than **January 31, 2001** to each of the co-editors:

Marie-Christine W. Koop
WIFS Editorial Board
E-mail: [koop@unt.edu]

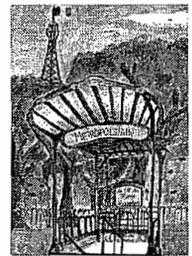
Catherine Montfort, President
Women in French
E-mail: [cmontfort@scu.edu]

Authors will be notified in the spring of 2001. WIF membership is required to contribute to this volume.

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



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Attend the AATF convention as we again join forces with
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New publication

From the AATF Commission on Cultural Competence:

***France at the Dawn of the Twenty-First Century:
Trends and Transformations / La France à l'aube du
XXI^e siècle: tendances et mutations***

Marie-Christine Weidmann Koop, Editor
Assisted by Rosalie Vermette

ISBN 1-883479-29-0- Pp. 300. \$33.95 (\$27.16 for AATF members)

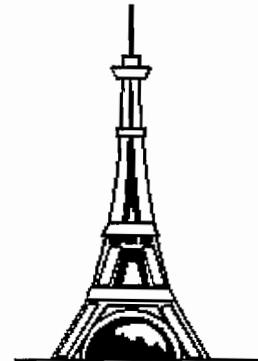


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IV. CULTURE • French Leisure: A Social Order in the Making - Roland Simon • Le dire-vrai du roman social contemporain - Marc Bertrand • The Cosmopolitan Tradition in French Film - Jeri DeBois King • New Cultural Spaces in France - Gregg Siewert.

V. PERCEPTION OF FRANCE FROM THE UNITED STATES • La France et ses rapports diplomatiques avec les États-Unis vus par la récente presse américaine - Michel Sage • Hollywood Remakes of French Films: Cultural and Cinematic Transformation - Colette G. Levin.

CONCLUSION • Bibliographic Essay on Contemporary France - Rosalie Vermette

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CALENDAR OF EVENTS

ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS IMMERSION WORKSHOP, December 1-3, 2000, Camp McDowell. Information: Web [http://www.samford.edu/schools/artsci/aafit/].

MODERN LANGUAGE ASSOCIATION OF AMERICA, December 27-30, 2000, Washington, DC. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://www.mla.org].

LINGUISTIC SOCIETY OF AMERICA, January 4-7, 2001, Chicago, IL. Information: Margaret Reynolds, LSA, 1325 18th Street, NW, Suite 211, Washington, DC 20036; Telephone: (202) 835-1714; Fax: (202) 835-1717; E-mail: [lsa@lsadc.org]; Web: [http://www.lsadc.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, February 24-27, 2001, St. Louis, MO. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org]; Web site: [http://www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, February 27-March 3, 2001, St. Louis, MO. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.com]; Web: [http://www.tesol.com].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING with SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS ASSOCIATION, March 8-10, 2001, Myrtle Beach, SC. Information: Lynne McClendon, Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (404) 763-6796; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://www.valdosta.edu/scolt/].

OHIO FOREIGN LANGUAGE ASSOCIATION, March 15-17, 2000, Akron, OH. Information: Web: [http://www.forlang.utoledo.edu/ofla/].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 19-22, 2001, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web site: [http://www.dickinson.edu/~nectfl].

CENTRAL STATES CONFERENCE, April 26-29, 2001, Indianapolis, IN. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531.

Telephone: (614) 529-0109; FAX: (614) 529-0321; E-mail: [dging@iwaynet.net].

INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY, May 23-26, 2001, Houston, TX. Information: Claire Bartlett, Language Resource Center, Rice University, MS37, Houston, TX 77251-1892; Telephone: (713) 737-6157; Fax: (713) 737-6168; E-mail: [bartlett@rice.edu]; Web: [http://www.iall.net].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 5-8, 2001, Denver, CO. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu/].

NATIONAL FRENCH WEEK, November 7-13, 2001. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu/].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 14-15, 2001, Washington, DC. Information: Loretta Williams, President, Plano ISD, 2700 W. 15th St., Plano, TX 75075; Telephone: (972) 519-8196; Fax: (972) 519-8031; E-mail: [lwillia@pisd.edu] or Erwin Petri, E-mail: [eapetri@home.com].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 16-18, 2001, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

MODERN LANGUAGE ASSOCIATION OF AMERICA, December 27-30, 2001, location to be announced. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://www.mla.org].

LINGUISTIC SOCIETY OF AMERICA, January 3-6, 2002, San Francisco, CA. Information: Margaret Reynolds, LSA, 1325 18th Street, NW, Suite 211, Washington, DC 20036; Telephone: (202) 835-1714; Fax: (202) 835-1717; E-mail: [lsa@lsadc.org]; Web: [http://www.lsadc.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, April 6-9, 2002, Salt Lake City, UT. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686; Telephone: (612) 953-0805; Fax: (612) 431-

8404; E-mail: [aaaloffice@aaal.org]; Web: [http://www.aaal.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, May 2-5, 2002, New York City, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web site: [http://www.dickinson.edu/~nectfl].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 11-14, 2002, Boston, MA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [http://aatf.utsa.edu/].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 20-21, 2002, Salt Lake City, UT. Information: Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75075; Telephone: (972) 519-8196; Fax: (972) 519-8031; E-mail: [lwillia@pisd.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 22-24, 2002, Salt Lake City, UT. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

MODERN LANGUAGE ASSOCIATION OF AMERICA, December 27-30, 2002, location to be announced. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://www.mla.org].

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To receive an application and course description, contact: Custom Language Services, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; Tel: (831) 647-4115; Fax: (831) 647-3534; E-mail: [silp@miis.edu].

REMINDER: IMPORTANT DEADLINES AND DATES

December 1, 2000	Deadline for participating in culture survey (see page 30)
December 15, 2000	Deadline for proposals for Denver Convention (see page 7) Deadline for submitting Media Questionnaire (see page 40)
January 1, 2001	Membership deadline for teachers wishing to register students in the National French Contest at reduced member prices
January 31, 2001	Deadline for submissions for <i>Women in French Studies</i> special issue (See page 41)
February 1, 2001	Deadline for submissions to the April <i>National Bulletin</i> Application deadline for Angelo State University Scholarships (see page 32)
February 15, 2001	Deadline for AATF Scholarship Applications (see pages 29 and 34 and watch the January <i>National Bulletin</i> for more information)
March 1, 2001	Deadline for AATF Small Grant Applications (see page 9) Deadline for NEH Summer Seminar & Institute applications (see pages 16 and 26)
March 2-24, 2001	National French Contest: Levels I-V
March 2-10, 2001	National French Contest: FLES
March 15, 2001	Deadline for AATF Walter Jensen Scholarship for Study Abroad (see page 12) Deadline for AATF Outstanding Teacher Awards (see page 30)
April 1, 2001	Deadline for AATF FLES* Poster Contest (see page 27)

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 7-13, 2001



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fax: (321) 727-9954

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