



The 74th Annual AATF Convention will take place July 5-8 at the Hyatt Regency Downtown in Denver, Colorado. The National Office and Executive Council have worked hard to make it an excellent convention with something for everyone. We hope to confirm shortly an important French government official as keynote speaker, and we encourage you to check the AATF Web site regularly for updates on the convention, the preliminary program, our exhibitors, and other useful travel information.

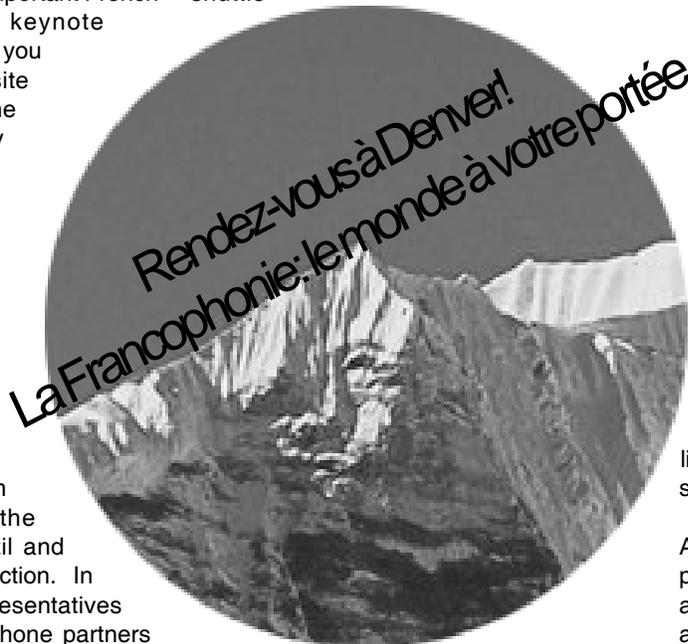
The program is diverse and includes four workshops, over one hundred sessions and commission meetings, and a number of additional activities. Speakers hail from all over the U.S., from France, Canada, Korea, the United Kingdom, and Brazil and represent all levels of instruction. In addition, we will have representatives of our French and Francophone partners as well as a number of professional associations representing French teachers around the world.

While the Executive Council meets the two days prior to the opening of the convention, a pre-convention workshop on professional teacher certification will be held. The National Board of Professional Teacher Certification will soon confer this certification in foreign languages. Teachers interested in learning more about the prestigious acknowledgment of excellence can attend one or both parts of this workshop conducted by Martie Semmer.

The convention gets underway on Thursday, July 8, with a morning keynote session followed by the Welcome Luncheon, hosted by the AATF Regional Representatives where attendees are grouped by region. After two rounds of concurrent sessions in the afternoon, participants can unwind at the Exhibit Opening Wine & Cheese Reception. Nearly 50 exhibitors have registered to be a part of this convention, and we hope that you will spend time learning what they have to offer. Visit our Exhibitor Web

Page to see some of these companies.

Following the Exhibit Opening, we are offering, as we did in St. Louis, a Restaurant Tour featuring four excellent Denver restaurants, all within walking distance of the hotel or accessible by shuttle



(see descriptions on pages 15-16).

On Friday and Saturday, a full complement of over 80 sessions will be offered along with morning and afternoon coffee/exhibit breaks where attendees can relax, visit the exhibits, and discuss the content of the sessions they have attended. On Friday evening, we will feature a *Spectacle francophone*. At the end of the day on Saturday, Thomas Noel, Professor of History at the University of Colorado at Denver will lead a walking tour of Old Denver.

The AATF Awards Banquet will take place on Saturday evening. We will honor outstanding AATF members who have received awards during the past year, including Outstanding Teachers, National French Contest Administrators of the Year, scholarship recipients, and Outstanding Chapter Award winners.

The convention will close on Sunday

morning with two more rounds of sessions and a post-convention excursion to Georgetown and the Hôtel de Paris where participants will get a glimpse of life as it was more than a century ago (see description on page 16).

Many of these activities are open to spouses and guests, and we hope that you will bring your family and extend your stay in the area. Summer is a beautiful time to visit the Rocky Mountains, and the location of our hotel in the heart of downtown Denver is ideal for exploring the city.

We have negotiated a convention rate of \$115 for single/double rooms (plus applicable taxes) and are again offering a roommate list for those attendees wishing to share a room with someone. The hotel is located just a block from the 16th Street Mall, a pedestrian street lined with shops, stores, and restaurants and served by a free trolley.

Updates will appear regularly on the AATF Web site with information and complete program information as it becomes available. We hope many of you will join us as we meet for the first time in the Mile-High City of Denver.

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REGISTRATION FORM FOR DENVER CONVENTION CAN BE FOUND ON PAGES 29-30



Jean-Pierre Piriou, Président

Chers Collègues et amis

En ce moment les efforts du bureau national se portent principalement sur la préparation du congrès de Denver et je suis heureux de vous dire que tout s'annonce fort bien. Nous avons reçu d'excellentes propositions de sessions, suffisamment diverses pour susciter l'intérêt d'un grand nombre de nos membres et un coup d'œil au programme préliminaire vous permettra de vous rendre compte du soin avec lequel notre choix a été fait. Ceci n'aurait pas été bien sûr possible sans la grande qualité des projets que vous avez soumis. Le nombre des exposants qui ont souhaité venir à Denver est déjà très respectable et il va encore grandir dans les semaines qui viennent. Pour ce qui est des personnalités qui prendront la parole en tant qu'invités spéciaux de l'AATF, je ne suis pas en mesure de divulguer des noms à l'heure où je rédige cette missive, mais ils seront annoncés quand ce bulletin sortira au mois d'avril. Disons seulement que nous avons visé très haut dans le monde français et francophone. Ce qui ressort de tout ceci, c'est que ce dont nous avons encore besoin pour continuer la longue tradition des excellents congrès de l'AATF auxquels nous sommes tous habitués, c'est une participation nombreuse! Et ces participants, c'est vous qui en constituerez les effectifs. N'oubliez pas que quand il vous arrive, de façon d'ailleurs tout à fait légitime, de vous interroger sur les services que l'AATF rend à ses membres, parmi toutes les choses qui vous viennent à l'esprit, le congrès national annuel ne manque pas de tenir une place prominente. C'est la raison principale pour laquelle je vous encourage à venir, à rester en contact, à renouer de vieilles connaissances et à en faire de nouvelles.

Dans ma première lettre, je vous ai fait part de l'ouverture que l'AATF avait décidé d'opérer, et cela au sein de la FIPF

(Fédération internationale des Professeurs de Français). Je suis heureux de vous confirmer que les initiatives se précisent. Certains d'entre vous se souviendront de la déception avec laquelle nous avons appris en arrivant à Paris au mois de juillet dernier que les autorités françaises avaient décidé de ne plus faire paraître la revue *Le Français dans le Monde*. Avec un élan de solidarité assez unique, on a vu se lever des tonnerres de protestations auxquels l'AATF a participé, et dont l'un des principaux instigateurs dans notre association a été Albert Valdman, un de nos anciens présidents. La clameur a été telle que le gouvernement est revenu sur sa décision et a consenti à continuer à subventionner *Le Français dans le Monde* et à en faire la revue officielle de la FIPF.

Il y a un mois environ, j'ai passé trois jours à Paris à l'invitation du Ministère des Affaires étrangères et de la FIPF pour participer à la première réunion du nouveau Conseil d'orientation de la revue. Tous les présidents des commissions de la FIPF en font partie, et le Président de la CAN (Commission d'Amérique du Nord), Marcel Danan, nous représente. À ce groupe, on a aussi ajouté un certain nombre de gens comme Bernard Pivot, l'homme de la dictée à Paris et surtout l'homme de *Bouillon de Culture*, des membres des cabinets des ministres concernés et le président de l'AATF! Une mention spéciale de notre association et de ce que nous faisons aux États-Unis a été faite lors des discours

officiels et le Ministre délégué à la Coopération, Monsieur Charles Josselin, a souligné lors d'un cocktail combien il était heureux que l'AATF ait une représentation à ce Conseil d'orientation.

Comme la *French Review*, le *Français dans le Monde* est un des grands périodiques du monde francophone et j'espère que nous pourrions tous contribuer à sa plus grande diffusion. Nous venons d'ailleurs de décider que dès cette année, nous offrirons aux gagnants des *AATF Teachers of the Year Awards* un abonnement d'un an au *Français dans le Monde*, en plus des prix habituels.

En vue de commencer à nous préparer au grand congrès mondial de 2004 à Atlanta, Jayne Abrate et moi avons déjà commencé à prendre un certain nombre de contacts locaux. Monsieur Dario Pagel, Président de la FIPF jusqu'à ce congrès, sera parmi nous et prendra la parole à Denver, comme d'ailleurs Martine Defontaine, la nouvelle Secrétaire générale de la FIPF. Fidèles à l'engagement que nous avons pris de travailler avec d'autres pays francophones, nous resserrons nos liens avec le Québec, la Belgique et la Suisse en attendant de poursuivre des initiatives avec l'Afrique subsaharienne.

Nous allons être très bientôt en mesure de choisir les lauréats des bourses d'études en France, au Québec et en Belgique cet été. J'espère encore une fois que le nombre de demandes dépassera de beaucoup le

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AATF NATIONAL BULLETIN

April 2001

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

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

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

nombre de bourses disponibles afin de pouvoir en demander davantage à nos partenaires l'année prochaine!

Je suis certain que vous fréquentez toujours avec assiduité le site Web de l'AATF et que vous avez remarqué que le travail sérieux de Townsend Bowling et de Jayne Abrate a encore apporté des améliorations notoires. N'oubliez pas que c'est là où vous pourrez trouver un grand nombre de renseignements indispensables à la préparation de votre prochaine *Semaine du Français* (du 7 au 13 novembre).

Enfin, je ne veux pas oublier ce que je vous ai demandé dans ma première lettre: combien ont déjà réussi à recruter un nouveau membre ou à faire rentrer au bercail une brebis égarée? À chaque fois que vous le faites, dites-le-moi que je puisse vous féliciter et que je puisse écrire personnellement au nouveau membre.

Si je ne me trompe pas, cette lettre sera la dernière avant cet été et avant que nous nous soyons retrouvés à Denver. Je souhaite cependant voir un grand nombre d'entre vous ce printemps, soit à des manifestations de l'AATF soit dans le cadre de congrès comme *SCOLT* et la *Northeast Conference*. Entre temps, je vous exhorte à m'écrire, à me téléphoner ou à m'envoyer des courriels pour me tenir au courant de vos préoccupations, mais aussi des succès que vous rencontrez. À Denver donc!



Jean-Pierre Piriou
Président

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, available to teachers at all levels who want a secure place to maintain their complete placement file.

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$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].

LA FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS

La Fédération internationale des professeurs de français (FIPF), créée en 1969, rassemble plus de 90.000 enseignants de français, regroupés dans plus de 180 associations pour

- promouvoir l'enseignement du français partout dans le monde;
- favoriser les échanges et le dialogue entre les enseignants de français;
- soutenir la production d'outils pédagogiques;
- faire du français une composante du plurilinguisme;
- donner du français l'image d'une langue vivante intégrant tous les moyens modernes de communication;
- aider ceux qui agissent pour une expression en français;
- fédérer les énergies;
- développer la solidarité pour une éducation accessible à tous.

La Fédération reçoit les soutiens suivants:

- le Ministère des Affaires étrangères
- le Ministère de l'Éducation nationale
- la Délégation générale à la Langue française
- l'Agence intergouvernementale de la Francophonie

ainsi que le Ministère de la Communauté française de Belgique, le Commissariat général aux Relations internationales de la Communauté française de Belgique, le Ministère de l'Éducation du Québec, le Ministère des Relations internationales du Québec et le Secrétariat d'État du Canada, Direction de la Francophonie.

La Fédération collabore régulièrement avec différents organismes tels que TV5, Radio France internationale, la Chambre de Commerce et d'Industrie de Paris, le Centre international d'Études pédagogiques, la Cité des Sciences, le Centre national d'Enseignement à Distance, les éditeurs du français langue étrangère, le FIAP Jean Monnet...

Elle a également des échanges réguliers avec les associations de la Francophonie, le Conseil de l'Europe, l'UNESCO...

La FIPF anime le réseau international des professeurs de français, tient son congrès mondial tous les 4 ans, organise régulièrement des colloques et participe à de nombreuses manifestations internationales. La Fédération regroupe 186 associations dans 113 pays dont l'AATF, organisées en 8 commissions (Afrique et Océan Indien, Amérique du Nord, Asie-Pacifique, Europe Centrale et Orientale, Europe de l'Ouest, Monde Arabe, Amérique Latine et Caraïbe, Français Langue

Maternelle). Le bureau de la FIPF inclut le Président Dario Pagel (Brésil), les Vice-Présidents Urbain Amoa (Côte d'Ivoire) et Michel Le Bouffant (France), la Secrétaire générale Martine Defontaine (France) et le Président honoraire Alain Braun (Belgique). Le prochain congrès de la FIPF aura lieu en 2004 à Atlanta en collaboration avec l'AATF.

La Fédération publie la revue *Le Français dans le monde*, six numéros par an, destinés aux professeurs de français à l'étranger. Chaque année s'ajoutent deux magazines sonores et deux numéros spéciaux de *Recherches et applications*. Son site est ouvert à tous: [<http://www.fdlm.org>]. Elle publie également *Dialogues et cultures*, un ouvrage annuel de réflexion qui approfondit les nouvelles orientations en matière d'enseignement des langues et cerne les différents courants de pensée. Elle anime aussi le site portail de la communauté mondiale des professeurs de français: [<http://www.franc-parler.org>].

Le français en quelques chiffres

112 millions de personnes parlent régulièrement le français, soit une progression de 7,7% entre 1990 et 1998. 60 millions de personnes parlent occasionnellement le français, soit une progression de 11,8% entre 1990 et 1998. 32 millions de personnes apprennent le français dans les pays non-francophones, et 1 million de personnes enseignent le français dans le monde.

Pour joindre les membres du bureau, contacter la FIPF, 1 avenue Léon Journault, 92311 Sèvres cedex, France, Tél: 33.1.46.26.53.16; Fax: 33.1.46.26.81.69; Mé: [fipf@artinternet.fr]; Web: [<http://www.fipf.com>]

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 page 30 to order. The cost of \$40 (member price) includes the video and study guide as well as postage and handling. Additional copies of the study guide are available for \$1 each.

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KENNETH W. MILDENBERGER PRIZE: COMPETITION IN 2001 FOR ARTICLES PUBLISHED IN 1999 OR 2000

Open to Members and Nonmembers of the Association

The Committee on Honors and Awards of the Modern Language Association invites authors to compete for the twentieth annual Kenneth W. Mildener Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for an article published in 1999 or 2000; entries will be accepted until **1 May 2001**. Authors of works competing for the Mildener Prize need not be members of the Association. In choosing the prizewinner, the selection committee will look for evidence of fresh and effective approaches to teaching and for works likely to be widely useful.

To enter research publications into competition, send four copies and identification of each work submitted to the Kenneth W. Mildener Prize, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Textbooks based on the author's original research are also eligible to compete under certain conditions. Publishers of such books should request information from the MLA regarding these conditions.

The Mildener Prize competition alternates between books, in even-numbered years, and articles published in refereed journals, in odd-numbered years; in 2001, articles published in 1999 or 2000 will be eligible. The award for a winning

book consists of \$1000; while the award for a winning article is \$500. In addition, all winners will receive a certificate and a one-year membership in the MLA. The award in the 2001 competition will be presented to the winning author at the association's annual convention in December 2001. Publishers may enter more than one title, but no work may compete for more than one MLA prize. Shipping labels should indicate the names of the prizes for which the books are competing. For further information, call or write the Office of Special Projects, Modern Language Association, Telephone: (646) 576-5141; E-mail: [awards@mla.org].

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Le bureau national de l'AATF est très occupé actuellement avec la préparation du congrès de Denver. Comme vous pouvez le constater en regardant le programme préliminaire (pages 21-28), nous avons organisé un programme varié et de très haute qualité. En plus des sessions et ateliers offerts, nous avons planifié également quelques divertissements. Nous remercions nos sponsors, surtout le FIAP Jean Monnet, le Service culturel français, Continental Book Company, McDougal-Littell, Mc-Graw Hill, et Prentice Hall, dont le soutien nous permet d'offrir davantage de services aux congressistes. Si vous avez déjà assisté à un congrès de l'AATF, vous savez combien il est utile et agréable de passer quelques jours en compagnie d'autres personnes qui partagent votre enthousiasme pour le français.

Le *Grand Concours* a connu une autre année record avec plus de 93.000 participants. Nous félicitons le Directeur Sid Teitelbaum et son équipe d'un travail bien fait. Je tiens à vous rappeler que l'organisation du *Grand Concours* relève surtout du volontariat, et ce travail immense demande de la patience, de l'organisation, de l'inspiration et des esprits bien cartésiens. Quand on compte les difficultés qui vont des envois perdus par la poste, une maladie ou accident souffert par un personnage clé, sans parler du surmenage de tous, c'est un exploit que d'avoir réalisé encore une grande réussite. Je prie à tous les participants du *Grand Concours* de 2002 de s'y prendre bien à l'avance, de renouveler leur cotisation à temps et de passer leurs commandes à la date prévue. Cela rend le travail des collègues beaucoup moins stressant et vous évite des crises de dernière minute. Merci à toutes et à tous de votre participation.

Le Conseil exécutif et l'Assemblée de délégués ont voté à Paris de rendre la *Semaine du Français* un événement annuel de l'AATF, tout comme le *Grand Concours* ou le congrès. Vous pouvez lire le compte rendu de cette réunion ainsi que la liste des décisions prises au précédent congrès, comme toujours, dans le numéro du mois de mai de la *French Review*. Donc en 2001, nous fêtons la troisième *Semaine du Français* du **7 au 13 novembre**. Vous trouverez dans ce numéro des idées pour vous inciter à y réfléchir déjà. Au centre de ce numéro se trouve la nouvelle affiche pour la *Semaine du Français* 2001 et 2002. Nous vous suggérons de la mettre bien en évidence et d'en commander d'autres exemplaires (voir la page 43). Nous préparons aussi de nombreux articles

promotionnels comme les crayons, les auto-collants et les T-shirts qui seront disponibles à partir du premier août (voir aussi la page 43). Surtout, je vous conseille de consulter le site Web de l'AATF. Nous avons mis beaucoup de renseignements concernant la *Semaine du Français*, des activités de promotion, d'articles tirés d'anciens numéros du *National Bulletin*, des témoignages de réussites associées à la *Semaine du Français* et toute une liste d'idées qui marchent. Chaque personne y trouvera des idées qui conviennent à ses ressources et circonstances.

Depuis le mois de septembre, je travaille avec le Président de notre Commission sur la Télématic et les nouvelles Technologies, Townsend Bowling, au remaniement du site Web de l'AATF. Nous l'avons réorganisé de façon à le rendre plus utile et encore plus riche en outils pour le professeur de français. Quand vous avez une question concernant l'AATF, dirigez-vous d'abord vers ce site [<http://aatf.utsa.edu>]. En plus de grandes sections consacrées au congrès, au *Grand Concours*, et à la *Semaine du Français*, il existe des renseignements sur la *Société Honoraire de Français*, sur nos Commissions, sur le Conseil exécutif et les responsables des chapitres, les ressources pédagogiques et promotionnelles que nous avons développées, les formulaires et annonces pour les bourses d'étude, les prix d'excellence pour les professeurs, ainsi que le formulaire de cotisation. Nous essayons de mettre tous ces renseignements, qui sont fréquemment l'objet de coups de téléphone, à la disposition immédiate de nos membres. Servez-vous!

L'AATF sera présente avec un stand aux congrès régionaux de SCOLT, du Northeast Conference et de Central States. J'espère pouvoir rencontrer bon nombre d'entre vous lors de ces réunions. N'oubliez pas de parler de l'AATF à vos collègues et de les encourager à devenir membres. Et surtout pensez au congrès de Denver et venez-y nombreux!

Jayne Abrate
Secrétaire générale

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 7-13, 2001
Take French out of the
classroom and into the
community!**

What's New in the *French Review*?

The upcoming issues of the *French Review* truly have something for everyone.

Coming in Vol. 74, No. 5 (April 2001)

- "Cherchez la femme! Sexual Equality in Politics and Affirmative Action in France" by James Corbett;
- "The Use of the Fountain Pen in France: A Relic of the Present" by Jean-Pierre Berwald;
- "The Business of Rap in France" by Andre J. Prevos;
- "Work in Progress: Reading and Representing Paris Virtually" by Brian Gordon Kennelly;
- "Student Web Pages in Advanced French" by Gilles Labrie;

as well as a number of articles on Francophone literature.

Coming in Vol. 74, No. 6 (May 2001),

Special issue on pedagogy

- "Reconsidering French Pedagogy: The Crucial Role of the Teacher and Teaching" by Sally Sieloff Magnan and François Tochon;
- "The FLES* Advantage: FLES* Programs in the Third Millennium" by Gladys C. Lipton;
- "A FLAC Model for Increasing Enrollment in Foreign Language Classes" by Ann Marie Caldwell;
- "Fostering Student-Student Interaction in a Whole Group Setting" by Elizabeth Knutson;
- "Interdisciplinary Perspectives in the French Civilization Class" by Mark Ingram;
- "Linguistic Anthropology and the Study of Contemporary France" by Steve J. Albert;
- "Subjonctif: descriptions et manuels" by Daniel Lepetit;
- "Critical Reading and the Internet" by Joel Walz;
- "Integrating Online Techniques into Undergraduate French Language Instruction" by Edwina Spodark;
- "Pour la nature: le cours de littérature prend l'air" by Annette Sampon-Nicolas.

and don't forget "La Vie des mots."

REGIONAL REPORTS

Region VII: West Central

Chicago/Northern Illinois

Congratulations to the Chicago/Northern Illinois chapter which led the nation in enrollment in the *Grand Concours 2000* under the able direction of Ted Haldeman and Daniel Doak. This chapter also received the FLES *Tableau d'Honneur*. Schools throughout the Chicago area celebrated National French Week with a myriad of activities that attest to the vitality and strength of local French programs. Inspired by the theme of reaching out beyond the classroom, *La Semaine du Français* activities included a student poster contest with exposition of posters in the lobby of the Sofitel Hotel, a *Festival de la France* at New Trier High School for children between the ages of 4 and 10, a "French Winemaker's Dinner" at the Sofitel Hotel, and a presentation of Eugene Ionesco's *La Leçon* at Morton East High School. The fall chapter meeting was held in the new annex of the *Alliance Française de Chicago*; Samantha Godden-Chmielowicz, National Endowment for the Humanities Fellow and teacher at Harper High School, gave a presentation on Francophone Africa. A detailed description of this meeting appeared in the January issue of the *National Bulletin*. February was a very busy month for French teachers in the Chicago area, according to President Rosalee Gentile. The chapter's winter meeting was entitled "Liens et liaisons 2001" and included a potpourri of presentations on proficiency assessment, the Internet, PR for the "oui" ones, and learning styles. The chapter organized *La Journée Carrière* at the Swissotel. This Career Day à la française involved over 200 students who visited twenty exhibitors expounding on the value of French in various careers. This was the third year of sponsorship by the local AATF chapter of *la Grande Dictée*, organized by Marie-Simone Pavlovich at Northwestern University. The chapter prides itself on the authenticity of this *dictée à la Pivot*.

Downstate Illinois

The Downstate Illinois Chapter has been revived after several years of dormancy. President Gwenne Hickman and Treasurer Debbie Mann have been working to create a presence in southern Illinois where one has not existed for quite a while. John Garvey has done an excellent job administering *Le Grand Concours*. A meeting of a small group of Downstate members was held during the ICTFL (Illinois Council for the Teaching of Foreign Languages) annual convention in

Itasca. There was no set program, but everyone who attended agreed that it was most helpful to exchange ideas and to learn what others in the region were doing. On February 17, Gwenne Hickman and Debbie Mann hosted an informal *atelier d'immersion*. This workshop afforded teachers from the region an opportunity to interact with French exchange students who attend Southern Illinois University at Edwardsville. AATF members were also invited to attend the ICTFL Winterfest Immersion Day held at SIUE for teachers of French, Spanish and German.

Kansas

Murle Mordy, longtime treasurer of the Kansas chapter, reports that French is definitely holding its own in the schools and universities of Kansas. This is in part due to the efforts of the Kansas AATF chapter to provide meaningful activities for its membership. A fall meeting was held at the Overland Park Marriott in conjunction with the annual KFLA (Kansas Foreign Language Association) conference. The featured speaker was Erin Arantowicz, Associate Professor of French at Baker University and chapter vice-president, whose topic was "Choices in Assessing French Writing." On October 12, the officers of the Kansas chapter journeyed to Topeka for the official proclamation of National French Week by Governor Graves. The 14th *Week-end à la française*, hosted by President Mary Greenwood Johnson, will be held at Bishop Seabury Academy in Lawrence on April 6-7. Tentative plans include a meal at a French restaurant and interactive activities for the French classroom.

Greater Kansas City

Mayor Kay Barnes proclaimed National French Week in Kansas City on November 6 at Rockhurst University and presented Dr. M. Kathleen Madigan, chair of the Department of Classical and Modern Languages, with a lovely official proclamation. The proclamation emphasizes the importance and value of languages and honors the French traders who were among the first to settle in the Kansas City area. Following the presentation, the Rockhurst University Chamber Singers, under the direction of Dr. Timothy McDonald, Chair of the Department of Communication and Fine Arts, performed the early 16th century chanson "Tant que vivray" by Claudin de Sermisy. A lecture entitled "Kansas City History's Best Kept Secret: the French in the 1700's and 1800's" was then given by Dr. Gretchen Green. Local AATF members enjoyed the

opportunity to share this event with members of the *Alliance Française de Kansas City*, the Chouteau Society, and students and faculty from Rockhurst University.

Minnesota

The Minnesota chapter has had a very busy fall and winter with a variety of outstanding events planned for members by the chapter officers. The annual chapter dinner meeting was held during the Minnesota Council on the Teaching of Languages and Cultures (MCTLC) Conference. Attendees enjoyed the music of Bayou Hazard as well as the panel discussion entitled: "Staying Alive: What We do to Stay Fresh in this Profession." Three French teachers from different institutions at different points in their careers shared ideas on how to avoid burn-out and keep growing professionally. Panel participants were Carolyn Johnson of Roseville High School, John Janc of Minnesota State University, and Ann Wolff of Stillwater Junior High School. The chapter organized a workshop series on the Maghreb at Macalester College. Entitled "Connaissances du Maghreb," the first workshop offered opportunities to discuss the historical context of this region, the Algerian war and its consequences, and emigration of *Maghrébins* from the 60's to the present. This outstanding series continued with a daylong workshop entitled "Comment enseigner le Maghreb." The culminating sessions focused on the "Cultures plurielles du Maghreb." President Traci Nelson reports that in November, chapter members were able to learn of the history of Minnesota as well as the contributions of the French in the seminar "French Legacies in Minnesota." A joint effort of the Minnesota Humanities Commission and AATF-Minnesota, this seminar afforded French and history teachers the opportunity to learn how French language and culture have influenced Minnesota since before Minnesota achieved statehood. In April the chapter will again work with the Minnesota Humanities Commission to cosponsor a workshop on "Fairy Tales from Europe." Chapter members spent a busy spring preparing their students for the *Grand Concours* as well as *À vous la parole*, the annual state wide contest for high school students. Categories include poetry and prose, song, videos, extemporaneous reading, and conversation.

Nebraska

La Semaine du Français was the focus of most chapter activities this past fall.

AATF-Nebraska organized a state-wide logo contest entitled "French touches Nebraska." It was hoped that an outstanding logo could be used on chapter stationery and/or a bumper sticker. Although no truly outstanding logo was submitted, prizes were awarded for the best submissions. In the Omaha area, several media spots were featured on Public Radio as well as the Fox 42 network. Special events in the area included a French poetry recitation at a local bookstore, French story time for children at the Bookworm, and a rendition of the Hunchback of Notre Dame by the Omaha Symphony. *Félicitations* to Sheryl Wiitala of Westside High School in Omaha who was chosen as the winner of *le grand prix dans l'enseignement du français au Nebraska*. President Bryan Watkins says that "Sheryl has taken at least 15 groups of students to France, continually strives to have her students improve, and is a wonderful person with whom to work." Winter and spring were spent preparing for the second biannual Auberge which was held in Aurora, Nebraska at the leadership center there. Over 70 students in level II French and above from all over Nebraska enjoyed this retreat.

Wisconsin

President Jim Radtke reports that the Wisconsin chapter has completed its first listing of the officers, coordinators, and Web sites giving only e-mail and site addresses. A statewide listserv has also been established. Wisconsin AATF is working in conjunction with the Wisconsin Association of Foreign Language Teachers to bring to the citizens of Wisconsin global awareness through the study of world languages. In order to support the efforts of French teachers who find themselves isolated in buildings where they are the only "French" presence, the Wisconsin chapter has invited university French professors to organize AAF's (Academic Alliances for French). To date SWAAF under the leadership of Gabrielle Verdier at UW-Milwaukee and NEW under Ken Fleurant and Nicole Meyer at UW-Green Bay exist. These AAF's meet at least three times a year to discuss the state of French in their respective areas and advance the teaching of world languages, especially French. WAFLT has given the Wisconsin AATF chapter a grant to develop three more AAF's. Kudos to David

Hammond who has agreed to host and organize the *Concours oral* and to Mark Zahn who coordinated the *Grand Concours* 2001.

Ann Sunderland
Region VII Representative

REGION VIII: SOUTHWEST

Our region has been especially busy with *la Semaine du Français*. This activity has proven to be a tremendous unifying force among teachers. Observed this year, perhaps, with less frenetic activity, this week sustains interest in diverse ways.

Still another sphere of activity has been the outreach to the business world. Special meetings have been held to encourage cooperation between these two domains. Building understanding and awareness of

presentations under the rubric, "The French Connection." The purpose was to generate interest and enthusiasm through songs, dances, skits, cooking demonstrations, fashion shows, and poetry recitations. This day-long event which took place at the Park Ridge Plaza Mall in Little Rock began with a reading of the Declaration of National French Week by the mayor's representative. Exciting Cajun entertainment was provided, and Celine Deschamps from Belgium sang. Poster and essay contests were also sponsored as part of this celebration of French. Awards and trophies were presented by the *Consul honoraire*, Mary Lou Martin.

The concentration now will be on enrolling students for the *Grand Concours* and planning a joint meeting with the AFLTA in the spring.

Houston

This is one of the most dynamic chapters in Region VIII. Thanks to the superhuman efforts of Claudine Giacchetti, Therese Murray, Gerri Manlove, and Martha Ewell, they have moved ahead making their presence known in the French Community through a number of significant educational activities. In addition to the usual *Semaine du Français* pursuits, Giacchetti and Murray helped to organize the Third Annual French Business Career Symposium at Rice University. This event strongly supported by the French Cultural Services helps to generate interest in continuing the study of

French by learning first hand about the many opportunities open to students with a good knowledge of French.

This chapter was also involved in the *Semaine de la Francophonie* in March as well as the French Symposium which is a major event focusing on achievements through competitions in the arts and in classroom studies.

Another major activity is the support that the French teachers have given to a program called Destination France, a very successful home-study program headed by Claude Boutin who has succeeded in providing additional monies for students to take advantage of this opportunity.

I cannot close my remarks without recognizing the contributions of Martha Ewell who submitted her resignation as Contest Administrator. Member after member rose to applaud her diligence and loyalty. Martha Ewell joined AATF in the fall



**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.

mutual needs has been at the heart of these efforts. Three chapters, Houston, San Antonio, and New Mexico, have done this by scheduling career symposia. Another, North Texas, has done it by appealing for scholarship money through the French-American Chamber of Commerce to prepare students for the business world. Both types of efforts have met with resounding success.

Another interest has been the publishing of local chapter newsletters. This is a very important tool for apprising those members who could not attend a meeting of past and up-coming activities.

Here is what we have done in our individual chapters:

Arkansas

Barbara Ransford, Chapter President, reports on a very successful *Semaine du Français*. They were able to put their AATF grant money to effective use in a series of

of 1985 becoming chapter president two years later and taking on the responsibilities of Contest Administrator in 1988. She has offered to train her successor, but those are truly difficult shoes to fill! Bravo, Martha! We are grateful to you for your zealous dedication to AATF.

South Texas

Nianna Pemberton and Dr. Stella Behar report that *French Escapades* were held at Pan American University in Brownsville on November 11. Students presented French folk dances, songs, and poetry and also enjoyed French educational games. This event was part of a French Immersion day and developed from the idea of performing French on stage for the community. Continuing the 1999 *Escapades* which were generated from Dr. Behar's course, French Traditions and Trends in Action, this year's program extended the prior study of Alsace, Brittany, Provence, and Corrèze by adding the regions of Midi-Pyrénées and the Basque country.

Prior to that, presentations were made at the McAllen International Museum. Students sang and performed skits for the public and taught the audiences how to order food in French.

El Paso

French is alive and well thanks to the encouragement of Chapter President, Karen Kaminis. At their fall meeting, student trips to Quebec and France were discussed. Philippe Gérard, a Fulbright Exchange Teacher from Nantes, discussed the teaching of languages in France.

For their *Semaine du Français* activities the Internet was used to research information and download pictures which were assimilated into posters that were displayed in the schools.

At the January meeting teachers were encouraged to apply for the AATF summer scholarships. Also, for the first time this chapter made an outstanding teacher nomination. Interest and enrollment in the *Grand Concours* remain high.

Central Texas

The activities of this energetic chapter were reported in an interesting newsletter of January 2001. It highlighted the fall meeting in San Antonio. At that time, Ann Meyer discussed her annual student trip to France. Dr. Rosemary Clark reported on the AATF Convention in Paris. In addition, Executive Director Jayne Abrate brought ideas for celebrating *la Semaine du Français*.

This chapter, along with the French Cultural Service of Houston, sponsored its second Annual French Business Day at the University of Texas at San Antonio. This event emphasized France's business pres-

ence in San Antonio and south Texas. Among the keynote speakers were Pierre Dauchez, Scientific Attaché, French Consulate, Houston, and Henri Sauvignet, Director, International Affairs Department, City of San Antonio.

At the February meeting, President Sheila Gomez-Mira offered an agenda which included talks by Pierre Dauchez, Elaine Maguire, and Marie-Christine Koop who spoke on "Le système éducatif en France: Réformes et Actualités."

Hautes Plaines

Chapter President Peggy Tharp reported that the Lubbock schools did a festival/motivational weekend for students and teachers in their area.

Thanks to Peggy's efforts, the *Grand Concours* continues to be a major source of interest and has provided many national winners from this area.

North Texas

Aside from the numerous presentations for *la Semaine du Français*, this chapter has also concentrated its efforts on other activities. For one, *la Fête Française*, chaired by Sylvie Mawhee. Like the French Symposium of Houston, this celebration concentrates on students' achievements on written tests in several areas and performance-based activities, photography, painting, musical performance, skits, *haute couture*, poetry recitation, improvisational speaking, etc. It draws hundreds of students from this area.

Something unusual was instituted this year under the aegis of Vice-President, Andreanne Mauger-Bauman who organized the fall meeting to be a special recognition, *Hommages aux retraités*. The meeting was held at The Balcony restaurant in Fort Worth. Each retired teacher was introduced by a colleague who briefly outlined the achievements of the honoree. Music was provided by Stuart and Andreanne Bauman. Gifts of an art book and French motif stationery were presented to each retiree, each of whom has been diligent and effective in fulfilling the ideals of our profession.

Following this very moving ceremony, there was a cooking demonstration by Chef Michel Beaudoin.

Another piece of significant news and one which indicates how the business and educational communities can work together is the renewal of a scholarship in the amount of \$3500 by Essilor of America, Inc. Offered for the first time for the summer of 2000, this scholarship offers a worthy student the opportunity to study at the University of Caen for a period of 4 weeks. This development was a consequence of the first *Semaine du Français*.

This year President Sherry Johnson and

AATF Regional Representative Helen Lorenz are working toward establishing a French-American Chamber of Commerce scholarship to further opportunities for college students in the North Texas area to study abroad and prepare themselves for a career in business.

It is important to note the other special activities which teachers provide. At Nimitz High School, under the guidance of Martin Johnsen, a \$500 scholarship was set up for Nimitz students going on to major or minor in French at college. Dance troupes have participated in two Heritage Festivals. Students made and distributed Christmas cards to residents of a retirement village and serenaded them with Christmas carols. These efforts emphasize that our endeavors should not be limited to a week in November.

New Mexico

At a meeting of the New Mexico Organization of Language Educators (NMOLE) Phaedra Shively was presented the Lifetime Achievement Award. In a special dedicatory citation, Barbara Reeback, French teacher at Albuquerque Academy commented on Phaedra's "style, her pedagogy, her ethics, and her devotion" as well as "her indefatigable spirit." These words are typical of the accolades Phaedra has received over the years. What more can be said to our respected colleague other than "Bravo" and "Merci infiniment?"

The New Mexico Chapter celebrated its teachers with a luncheon meeting held at the home of President Phaedra Shively. Teachers from Albuquerque, Santa Fe, Los Alamos, Rio Rancho, and Las Cruces were in attendance. Speaker Gilles Milinaire, the French Honorary Consul in New Mexico, addressed the group and provided them with documentation on "La Présence française au Nouveau Mexique" and informed the group of the upcoming visit of the French Ambassador, M. François Bujon de l'Estang to Santa Fe.

To commemorate *la Semaine du Français* 2000, Rebecca Vigil-Giron presented a gold seal of proclamation recognizing the importance of French Week and more significantly, the role of teachers as "cultural ambassadors."

Helen Lorenz

Region VIII Representative

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarship and Grant opportunities, National French Week, and Promotional Materials.

[<http://aatf.utsa.edu/>].

FLAP IS IN TROUBLE! WRITE YOUR SENATORS AND REPRESENTATIVE!

In the first week of his presidency, President Bush announced his education plan, *No Child Left Behind*. The plan consists of seven performance-based titles that stress accountability, parent choice, and annual assessments. Bush's education plan, however, fails to include any provisions for the Foreign Language Assistance Program (FLAP). The same week, Senator Joseph Lieberman (D-CT) and the New Democrats announced a counterpart to Bush's proposal, *The Public Education Reinvestment, Reinvention and Responsibility Act (Three R's)*. Like Bush's plan, Lieberman's proposal does not include FLAP.

Although these two plans are only proposals and not formal legislation, Congress will begin work on the reauthorization of the

Elementary and Secondary Education Act (ESEA). It is important that you write your Senators and Representative and urge them to support FLAP and include it in this year's reauthorization of ESEA. A sample letter is provided here for your convenience. Please feel free to adjust the letter to include information about your school district and language programs.

For copies of the Bush and Lieberman proposals and other information on FLAP, please visit the JNCL-NCLIS Web site at [<http://www.languagepolicy.org>] and visit the FLAP section. If you have any questions, contact Cynthia Wierzbicki at Telephone: (202) 966-8477 or E-mail: [crwierzbicki@languagepolicy.org].

NATIONAL FRENCH WEEK GRANTS FOR 2001

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2000 which will take place November 7-13. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. Projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

Proposals from chapters should include (1) the chapter name and the person designated to be responsible for the project (this may be a chapter officer but does not have to be); (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing team or committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including funds contributed by the chapter or any additional funding sources; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the school and local community; (5) a letter of support from the chapter president outlining the chapter's commitment to the project.

Proposals from individuals should include (1) the chapter name where the applicant is located and evidence that the local chapter has been informed of the project; (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing team or committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including evidence of additional means of support which may include but are not limited to support from the local AATF chapter, school or business support, plans to charge entrance fees, support from local French or Francophone agencies, or the *Alliance Française*; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the local community.

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2001**. The original application materials and three copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

SAMPLE LETTER

March 1, 2001

Your Name
Address
City, State

The Honorable Jane Doe
United States Senate
000 Hart Senate Office Building
Washington, DC 20510

Dear Senator Doe:

Personal Opening Remarks

I am writing to express my concern about the future of the Foreign Language Assistance Program (FLAP), which must be reauthorized this year as part of the Elementary and Secondary Education Act (ESEA). FLAP is a small, but very important program.

Last November, the Senate Subcommittee on International Security, Proliferation and Federal Services held two hearings on the nation's foreign language crisis. Representatives from the CIA, FBI, and the State and Defense Departments testified on the crisis our nation faces in addressing future language requirements and the importance of improving language education in schools as a crucial stepping-stone in the development of the language proficiency the nation requires. Former Secretary of Education Richard W. Riley and education professionals highlighted the value of early language education and current programs such as FLAP in developing proficiency at the levels needed by federal agencies.

Language also plays a crucial role in today's economy. In an increasingly global world, Americans who speak multiple languages will have an edge in the international job market. For our children to succeed in the 21st century, they need to speak other languages and know other cultures. The Foreign Language Assistance Program is a step in this direction.

Closing Remarks

Sincerely,
Jane Q. Frenchteacher

**MARK YOUR CALENDAR!
JOIN US IN ATLANTA IN 2004!**

**Attend the AATF convention as we again join forces with the
*Fédération internationale des professeurs de français.***

AATF NATIONAL COMMISSIONS

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NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2001 is "Learning French Opens New Doors."

ESSAY CONTEST

Deadline: Postmarked by **October 16, 2001.**

Send to: Joyce Beckwith, Wilmington High School, Wilmington, MA 01887.

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2001. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Theme relevance, originality, written expression

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

POSTER CONTEST

Deadline: Postmarked by **October 16, 2001.**

Send to: Helen Lorenz, 4120 Eldorado, Plano, TX 75093.

Guidelines: The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2001. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the

poster. Submissions with incomplete information will not be judged.

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

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

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

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

CHAPTER NEWS

CHICAGO/NORTHERN ILLINOIS CHAPTER

Our National French Week activities were quite varied, valuable, and vitalizing.

Le Dîner gastronomique à l'Hôtel Sofitel: Pour fêter l'occasion de la *Semaine du Français*, l'Hôtel Sofitel a invité exceptionnellement les membres de l'AATF à participer à un dîner gastronomique qu'offre le chef Christian Gaborit chaque mois. Rosalee Gentile, présidente du chapitre, a souhaité la bienvenue à tous les convives et a présenté Didier Rousselière, l'Attaché culturel adjoint au Service culturel du Consulat de France à Chicago.

Comme en 1999, le chef Gaborit a préparé un dîner mémorable. Il a commencé par des hors d'œuvre variés, suivis d'un velouté de grenouilles au cresson et d'un sole de Douvre. Le plat principal—côtes de chevreuil rôties, sauce civet—fut une vraie œuvre d'art avec ses pommes de terre taillées en rond comme une grande roue. Une salade de mâches a suivi le plat principal. Comme dessert, on nous servit des fromages d'Alsace et du pain de campagne, suivis d'une tarte aux myrtilles, un sorbet à la framboise, un café et des petits fours. Le service fut impeccable et la présentation vraiment extraordinaire. Pour accompagner ce dîner alsacien, les vins complémentaires étaient des vins d'Alsace Trimbach.

Nos remerciements à Pierre-Louis Glacetto, chef du marketing à l'hôtel et au chef Gaborit qui, à la fin de la soirée, nous a invités à visiter sa salle à manger personnelle à côté de la cuisine.

Anne Hebert
Taft High School
Glenn Hebert

Le Français nous entoure: Les élèves de *New Trier High School* ont profité au maximum de la *Semaine du Français* encore cette année en participant à une variété d'activités, dont certains dans le rôle d'animateurs. Chacune des activités a connu un franc succès non seulement auprès de nos élèves mais aussi auprès de la communauté en général. Mentionnons à titre d'exemple:

(1) La soirée cinéma où, sous la direction du professeur Greg Harris, plus de 50 parents et élèves ont assisté à un visionnement de *Ma Vie en Rose*, suivi d'une discussion fort animée.

(2) Le concours quotidien de connaissances à l'échelle de l'école qui a vu plus de trois cents participants afficher leur savoir.

(3) La journée d'immersion à l'intérieur de l'école pour les élèves de 4^{ème} et de 5^{ème} années. Les étudiants ont fait la promesse

solennelle ce jour-là de ne parler que français dans tous leurs cours. Les professeurs de toutes les matières ont été d'excellents complices dans cette aventure qui a de toute évidence plu à tous les participants.

(4) Un *Grand Festival de la France* où plus de 200 enfants âgés de 4 à 10 ans sont venus avec leurs parents jouer à la marelle, peindre comme Monet, jouer au foot, chanter, danser, manger et voir Babar le film, tout cela en français. Plus de 50 élèves, dont certains venant des *junior high schools* environnants, ont aidé les petits en se faisant des hôtes accueillants, bienveillants et enthousiastes. Les plus petits sont partis fiers de leurs passeports et des nouveaux mots appris. Language Stars, une école de langues de Wilmette qui se spécialise dans l'enseignement aux tout-petits, nous a secondé pendant tout le processus d'organisation.

Liette Brisebois
New Trier High School

Zion-Benton celebrates French Week:

Zion-Benton High School sent its French Club to the four feeder schools for National French Week after classes in order to teach a lesson in French to junior high school students. Students taught introductions and a few key phrases; played a game with balloons to teach colors; played a word game with cognates; played the video with the first song from *Beauty and the Beast* in French; served a snack of juice, Nutella and French bread, and camembert cheese. Each student took home a National French Week pencil and balloon. There were small prizes such as flag pens, bonbons, and rulers for each activity.

The marquee in front of the high school announced National French Week. The cafeteria served a "French" breakfast that included Nutella and croissants. The faculty enjoyed chicken cordon bleu, rice pilaf, *haricots verts*, French bread, and chocolate mousse pie in the dining room.

During National French Week French music was broadcast on the PA system both before and after school. The 1960's song from the Singing Nun "Dominique" was broadcast. Two days ahead of time the lyrics were distributed to all staff members so they could sing along. Everyone did a great job and enjoyed that activity. There was also a trivia contest for the entire faculty and student population. Prizes were awarded to the winners. We sent photographs of the French Club in action and an article to the local newspaper.

Leah Bolek
Zion-Benton High School

Le Festival de la culture française: Over 160 people attended the *Festival de la culture française* at Hoffman Estates High School. Among the attractions were a French cultural poster museum, pin the flag on the Eiffel Tower, *pétanque*, Mardi Gras mask making, face painting, and student-produced games. An assortment of desserts was featured at the café. Door prizes were given throughout the evening. The main program featured Madrigal singers, a Powerpoint presentation on French art, a forensics interpretation, and a cancan.

Robin Jacobi
Hoffman Estates High School

McGugan Junior High National French Week: The students at McGugan Junior High School in Oak Lawn celebrated

COLOR NOTECARDS



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



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

Name: _____

Address: _____

City, State, Zip _____

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

National French Week. The traditional lessons were changed to focus on five categories that introduced the importance and influence of French in the world. Students were asked to invite an athlete to present and discuss their sport with the class. They also invited chef Curtis Fleharty, head chef at Presbyterian Homes in Evanston, who prepared *croque-monsieur* for the group.

Alan Wax

McGugan Junior High School

Cooking with Monique: for the past two years, in conjunction with National French Week, we have invited Mme Monique Hooker to give a demonstration for the French classes. From the outset she mesmerized the students with her caring, knowledge, and expertise. She taught three 90-minute classes giving a crêpe-making demonstration and talking about breads from around the world. The students had the opportunity to make a crêpe. After the lesson we had a delicious tasting.

When Monique addresses the students she encourages them to travel, to be curious about other cultures, to taste whatever a country has to offer, and to follow their dream. She also gave tips on what makes one happy in a career. The media center director took pictures with a digital camera, and then the photographs were broadcast on the televisions throughout the school. This was great publicity for the French Department. The newspaper also ran an article on the event. Monique's e-mail address is [monique@evrionenet.com] and her Web site is [<http://www.floatpoint.com/food>].

Mary Rooks

Morris Community High School

Poster Contest : The poster contest for National French Week took place again this year at the Hôtel Sofitel in Rosemont. There were about 115 entries from 39 different schools. Many visitors to the hotel saw the display in the lobby and voted for their favorites. Once again this year, AATF Chapter President Rosalee Gentile invited the judges who selected the prize in each of the three categories, elementary, middle, and high school.

Thanks go to committee members Lisa Nordmeyer, who helped set up the display and was in charge of prizes, as well as to Robin Jacobi who sent the certificates of participation to all who entered. Our students did a creative job of illustrating the theme "Le français nous entoure." The winning posters will be displayed at the *Alliance Française* of Chicago.

Carolyn Dunoon

East Leyden High School

AATF Money at Work: Thanks to our chapter, students from Harper High School in Chicago were able to attend a

performance by the drummers of West Africa. The group, headed by Doudou N'Daye Rose, performed at Chicago's Symphony Center. Students really enjoyed the performance which highlighted both female and male drummers and some singers. Before the performance, students dined on African food at the Dekegar Restaurant.

Students saw the performance as part of their study of *la francophonie*. They also completed a research project and wrote letters to embassies requesting information and developed packets about different regions of the world.

Merci beaucoup to the chapter for its aid in funding this excursion.

Samantha Godden Chmielowicz
Harper High School

AATF Money at Work II : Once again this year the chapter has been able to award small grants to fund exceptional projects submitted by our members. The following proposals were accepted this year: Samantha Godden Chmielowicz of Harper High School was awarded \$150 to support a Francophone Music Festival at her school this spring. Music acts include the Midway Cajun Ramblers, Sidy Sankhara, and Claudia Hommel, all friends of our chapter. Kathleen Mullaney of Dominican University proposed to offer a seminar during Black History Month focusing on expatriates living in Paris during the jazz era. This will be a collaborative effort between the French and history departments at Dominican. This project was awarded \$100. Mary Rooks, from Morris Community High School, was also given \$100 to help fund activities for students visiting from the *Lycée St-Charles* in Orleans. "A Day of Fashion, Beauty and Essence" for boys and girls at McGugan Junior High was awarded \$150. Specialists in each area were invited by Alan Wax to discuss these topics and their importance in French culture. The chapter is very proud to support the endeavors of these teachers, and we are looking forward to the *compte rendu* of their ambitious activities.

Réunion de l'hiver: Following the success of last year's "Liens et liaisons," our chapter's "L'An 2001...liens et liaisons" provided a variety of ideas ranging from promoting the popularity of French in the community to increasing the effectiveness of French teachers and students through self-knowledge.

The sessions were hosted by Ted Haldeman and Jane Castle, our program vice-president, at Homewood-Flossmoor High School where they both teach. The rooms used were their own classrooms and the language lab, decorated to reflect the Francophile and Francophone world. All three venues provided a comfortable, accessible ambiance for our winter

program's five different topics: l'Internef, Northwestern University's exciting new French Web site [<http://internef.mmlc.nwu.edu>]; sharing; proficiency assessment; know your learning style; and PR for the "oui" ones. The sessions were staggered—and two of them repeated—to enable the 40 attendees to participate in as many as possible.

Dr. Janine Spencer and Dr. Claude Tournier of Northwestern University conducted the three sessions on l'Internef, demonstrating the use of the site and then letting the participants practice using site.

First, the team of Leah Bolek (Zion-Benton High School) and Sharon Scott, then the team of Ellen Nick (Glenbard North High School) and Robin Jacobi (Hoffman Estates High School) chaired the two sharing sessions during which games, activities, and ideas that work in the classroom were illustrated.

Elementary teachers Kathy Durkin, Diane Merenda, and Alan Wax (Oak Lawn-Hometown District 123) led the session on PR for the "oui" ones, concentrating on ways of getting the community as well as the class more involved in the study of French. Examples of activities could be applied to upper-level students as well.

Samantha Godden-Chmielowicz of Harper High School presented "Proficiency Assessments in Writing, Speaking, and Listening to French," offering materials and techniques she has successfully used in her own classes.

Finally, Sharon Scott, former Director of Foreign Languages at Adlai E. Stevenson High School and currently a Specialist in Education in the Office of Instructional Resources at the University of Illinois at Champaign-Urbana, illustrated the Gregore Learning Styles and had participants do a personal style profile, providing them with insights into or reaffirmations of their particular teaching/learning methods, which ideally would help them understand their students' own learning skills and needs as well.

A *tombola* concluded the proceedings, which were another triumph for "Madame Château" and her committee.

Our spring program, May 5, at the Hôtel Sofitel, will feature a myriad of classroom activities on contemporary France conducted by John L. Janc of Minnesota State University, plus a musical presentation by Dr. Paul Kreiss and a colleague, both of Concordia University, during which we will hear "Babar à la Poulenc." We plan to center our Fall program around the Gauguin-Van Gogh exhibit at the Art Institute of Chicago.

John Tomme

Waubensee Community College

THE FRENCH LANGUAGE AND BUSINESS

The following is the text of a letter received from Serge Bellanger, President of the French-American Chamber of Commerce.

Dear Sir or Madam,

I am writing to you as part of an effort to make educators, parents, and students aware of the growing importance of the French language and its vital role in today's global economy. I am sure that you are familiar with the importance of the French language in literature and culture. But as economic activity has become increasingly international, a knowledge of French has become ever more valuable in such fields as international banking and finance, as well as law, science, and industry. Consequently, knowing French may well play an important role in shaping and advancing the career of your students.

France, which ranks fourth in the world in terms of Gross National Product, is a significant factor in international politics, economic life, and social issues. But in addition, French is the first or second official language in more than 40 countries on five continents. French is spoken by more than 200 million people, and *Language Today*, a publication for language professionals, ranks French as the second most influential language in the world, trailing only English.

For those seeking a career in business or finance these days, French may prove to be very important in their careers. France is one of the leading host countries for American investment in Europe. Many leading U.S. companies have extensive investments in France, including IBM, Microsoft, Coca Cola, and Merck, to name just a few. Many Americans working for these companies find themselves becoming involved in the company's French operations.

Meanwhile, some 1200 French companies have investments in the U.S. and employ more than 400,000 Americans throughout the country. Today there are more than 270 French or French-Canadian companies operating in New York City, and over 350 in New York State. These companies, which are drawn from a number of industries, include Alcatel, Axa Equitable, Vivendi-Seagram-Universal, L'Oréal/Lancôme, BNP-Paribas, Alstom, Louis Vuitton Moët Hennessy and L'Occitane.

Reflecting the international role of French, a few years ago, the U.S. State Department published a study of international jobs which indicated that 53% required or preferred candidates to speak French, while 33% wanted Spanish, 11 %

were interested in Russian, and 3% sought those with a knowledge of German. New York Mayor Rudolph Giuliani recognized the importance of French when he proclaimed French Language Week in November 2000. As the mayor said in his proclamation, "The ability to speak and read French is invaluable to travelers, to business people, to diplomats, to people in a wide variety of professions, and to users of the Internet."

In short, these days, knowledge of the French language is not only critically important in cultural matters, but also for business and technical endeavors as well. Today, French is a key element in commerce and industry throughout the world. Consequently, students should be urged to start learning French in school and to continue through college. Developing a strong knowledge of French will help many young people obtain attractive jobs and build their careers in an increasingly globalized economy.

Sincerely,
Serge Bellanger

Serge Bellanger is President of the French-American Chamber of Commerce, and President and CEO of the Association of French Chambers of Commerce and Industry Abroad which is composed of 84 Chambers worldwide with 25,000 corporate members and a staff of 600.

MEMBERS CONTRIBUTE TO AATF FUND FOR THE FUTURE

We would like to thank AATF members who have made significant contributions to the AATF Fund for the Future for 2001.

Rebecca Valette, an AATF Past-President, received the 2000 ACTFL Florence Steiner Award for Leadership in Foreign Language Education. She generously contributed the \$500 she received along with award to the AATF Fund for the Future.

Mel and Cynthia Yoken, AATF Life Members, made a generous \$500 contribution to the Fund. We appreciate their support and long-time service to the promotion of French. Read their article on the post-convention excursion to Le Berry on pages 41-42.

We thank you very sincerely for your ongoing support of the AATF and its activities.

ÉCHANGES DE CLASSES AVEC LE QUÉBEC

Le gouvernement québécois lance un programme qui vise à encourager et faciliter les échanges entre écoles québécoises et américaines. Les professeurs d'anglais langue seconde du Québec sont à la recherche de professeurs de français langue seconde des États-Unis, afin de réaliser des échanges d'élèves, de préférence:

- pendant l'année scolaire (du début de septembre à la mi-mai)
- d'une durée moyenne de 12 jours pour la visite des Québécois
- d'une durée équivalente ou variable pour l'accueil des Américains
- groupes de 10 à 35 jeunes, âgés de 13 à 17 ans

Les jeunes sont jumelés avant le début des visites, échangent des messages (téléphones, courriels, télécopies, etc.) et par la suite se reçoivent mutuellement tant à la maison qu'à l'école. La partie qui reçoit organise les activités et effectue les réservations à cet effet. La partie qui visite assume ses propres dépenses.

L'étape cruciale de tout projet d'échange est celle de l'identification et du jumelage des professeurs québécois et américains intéressés par ce type d'activité. Les demandes provisoires de participation devraient inclure les renseignements suivants:

Nom, fonction, coordonnées du professeur responsable

Nom de l'école et situation (urbaine, rurale, nombre d'élèves)

Nombre approximatif d'élèves (garçons et filles)

Moyenne d'âge (ou écart d'âge) du groupe

Ce premier appel a pour but d'identifier les professeurs américains intéressés par ce genre d'échange qui, on l'espère, se concrétisera au courant de l'année scolaire 2001-2002. Veuillez envoyer un message (électronique, de préférence) indiquant votre désir de participer à Jayne Abrate à [abrate@siu.edu] avec les renseignements demandés ci-dessus. Votre nom et vos coordonnées seront communiqués au responsable du programme au Québec.

Pour plus d'information sur le système d'éducation au Québec, vous pouvez consulter le site du Ministère de l'Éducation du Québec à l'adresse Internet suivante: [http://www.meq.gouv.qc.ca/].

**MARK YOUR CALENDAR!
JOIN US IN ATLANTA IN 2004!**

**Attend the AATF convention as we again join forces with the
Fédération internationale des professeurs de français.**

NATIONAL FRENCH WEEK 2001

Start planning now for the third annual National French Week celebration. Join with your local chapter, colleagues in your school and community, as well as colleagues at local colleges and universities to create another exciting National French Week. The dates will be the same for 2001 and 2002, and you will find a new National French Week poster in the center of this issue.

We will again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts, and invitations) available for distribution by August 1 (see page 43). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

Remember that every activity from large to small can be an effective promotional event for the study of French, especially when students are involved. Below is just a brief list of some of the successful activities organized by our members in 1999 and 2000, proceeding from small to city-wide:

- student-created posters on French or Francophone scientists, artists, authors, engineers displayed in the school or in local places of business;
- a student-created mural featuring famous French or Francophone individuals;
- a student-created giant crossword puzzle with French clues;
- an exhibit of student-created reproductions of famous French art works;
- a French meal served in the school cafeteria;
- French menus for the regular cafeteria fare;
- inviting colleagues in other disciplines to study units on French-related topics during the week;
- serving croissants and *café au lait* in the teachers' lounge or to the counselors and office staff;
- a "French fact a day" read over the public address system;
- poster, slogan, cooking, sports, or recitation contests with prizes, of course;
- a job fair featuring local French business or U.S. business that have operations in France;
- guest speakers including natives of Francophone countries, artists, authors, performers, or film directors;
- immersion activities (but with outside participation by administrators or elected officials as judges, for instance), Francophone festivals, film festivals, performances;
- a talent show or cabaret evening featuring all French skits, songs, and music;
- a school-wide French in English contest (see article on page 31);
- consult the AATF Web site [<http://aatf.utsa.edu/>] for other ideas.

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

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

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 7-13, 2001



NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2001 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- Request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you are do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 32) or National French Week items (page 43);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START
NOW!**

HIGHLIGHTS OF THE AATF ANNUAL CONVENTION IN DENVER, JULY 5-8

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 37 for requirements and registration information. You may register using the Convention Registration Form on pages 29-30.

Certificate of Participation

As we have in the past, we are happy to provide a Certificate of Participation at the convention for any attendee who requests one. Check the Convention Registration Form on pages 29-30 to indicate that you wish to receive a certificate.

Hotel

The convention hotel is the Hyatt Regency Downtown Hotel, located at 1750 Welton Street in Denver, Colorado. We have negotiated a rate of \$115 + tax for single/double rooms, \$130 + tax for triple/quad rooms. When referring to the convention hotel, make sure to specify the Downtown location. See information on page 16 for making your reservation. Reservations must be made by June 4, 2001 to receive the convention group rate which is valid for three days before and after the convention on a space-available basis.

Roommate List

We will again provide a roommate list for those wishing to find someone with whom to share a room. We provide the names and contact information for other members requesting the list, and individuals can contact others on the list directly.

Getting There

Airline

The Hyatt Regency Downtown Hotel has an agreement with United Airlines offering discounted airfares to those attending a convention at the Denver Hyatt Hotel. See the AATF Web site at [<http://aatf.utsa.edu/>] for more specific instructions.

Ground Transportation

Transportation from Denver International Airport to downtown hotels is available via Super Shuttle for a cost of approximately \$17 (one-way) or \$30 (round-trip). Please be certain to specify Hyatt Regency Downtown Denver. Taxi service is also available. Tell the Taxi Dispatcher that you want the "Flat Rate Taxi at a rate of \$47 to the Hyatt Regency Downtown Denver Hotel." For other transportation services such as limousine or car rental, contact the concierge desk at the hotel at Tel: (303) 295-1234.

Press Release

Stop by the AATF Exhibit Booth to have your picture taken with an Executive Council member. Following the convention, you

will receive a photograph and press release highlighting your attendance at the convention.

Pre-Convention Workshops

We are happy to offer a set of pre-convention workshops on professional teacher certification which is now available to teachers of foreign languages.

Wednesday, July 4 (8:30-11:30 a.m.)

Part I: National Board Certification for Foreign Language Teachers

Intervenante: Martie Semmer, Colorado Second Languages Resources

Foreign language teachers of students 3-18+ who participate in this workshop will gain an in-depth understanding of National Board Certification for teachers of World Languages Other than English. National Board Certification pre-candidates, candidates, supervisors, and university teacher preparation professors as participants will explore what is needed to meet the NBC assessment requirements. (\$25 per person)

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

Part II: National Board Certification for Foreign Language Teachers

Intervenante: Martie Semmer, Colorado Second Languages Resources

As a continuation of Part I, workshop participants will examine the videotaping requirements plus practice descriptive, analytical, and reflective writing—key components of the National Board Certification assessment process. Video clips will be analyzed and writing activities will be aligned with the *World Languages Other than English Standards*. (\$25 per person)

Other Activities

Thursday, July 5 (11:30 a.m.-1:30 p.m.)

Welcome Luncheon

The Welcome Luncheon has become a popular feature of our convention. Hosted by the AATF Regional Representatives, attendees are seated by region. Following the Keynote Session, members can meet for lunch to discuss the keynote speech and to meet others attending the convention from their region. A great way to begin the meeting. Menu: Salad, Apricot Chicken filled with apricots and leeks and topped with apricot coulis, Viennese apple strudel, wine. \$35 per person. (spouses and guests welcome).

Thursday, July 5 (4:00-7:00 p.m.)

Exhibit Opening

Our exhibit hall, featuring nearly 50 companies and associations, will open with a wine and cheese reception. Celebrate the ending of the first day of the convention and see what our exhibitors and sponsors have to offer. A special thanks to the Cultural Service of the French Embassy for co-spon-

soring this event with the AATF.

Thursday, July 5 (beginning at 7:30 p.m.) Restaurant Tour

We are offering a choice of four of Denver's top restaurants. Prices include meal, non-alcoholic beverage, and gratuity. Wine or other alcoholic beverages are extra. All restaurants are accessible on foot, short taxi ride, Lightrail or free shuttle. Menu choices may be subject to change.

#1 Le Central: Choice of *Salade de chèvre, Escargot en brioche, or Soupe à l'oignon*; choice of Caesar Salad or Green Salad; choice of *Gigot d'agneau aux olives, Rôti de boeuf, sauce bordelaise, Saumon au fenouil, or Plat végétarien*; choice of *Mousse au chocolat or Crème brûlée*, and coffee or tea. Alcoholic beverages extra. (\$35 per person; spouses and guests welcome).

#2 The Buckhorn Exchange (Denver's oldest restaurant): Choice of Rocky Mountain Oysters, Buffalo Bratwurst, or Navy Bean Soup; choice of 8 oz. Beef Tenderloin, 8 oz. Buffalo Prime Rib, or Two Boneless Quail with a Prickly Pear Sauce; Haagen Dazs Ice Cream; coffee, tea, and soft drinks. Alcoholic beverages extra. (\$40 per person, spouses and guests welcome).

#3 La Fondue: Cheese Fondue Course; choice of Mushroom Trio Salad, Ensalada Especial, Caesar Salad, or Tri-Color Salad; Choice of Twin Maine Lobster Tail, Roasted Garlic Marinated Sirloin, Filet Mignon, Gulf Shrimp, or Breast of Chicken; Choice of Dark Milk Chocolate Fondue or White Chocolate Fondue with Fresh Fruits and Cakes. Alcoholic beverages extra. (\$35 per person, spouses and guests welcome).

#4 1515 Market: Mixed Field with House Balsamic Vinaigrette, Choice of Grilled New York Steak with Olive Mashed Potatoes, Baby Vegetables, and Roquefort Cream; Baked Chicken Breast with Sautéed Baby Spinach, Roasted Shallots on Olive Oil Mashed Potatoes, and Dark Chicken Jus; Salmon Fillet Crusted with Honey and Curry on Israeli Couscous, Harissa Cured Pineapple, and Minted Yogurt; Penne Pasta Tossed with Asparagus, Oven-Dried Tomatoes, Italian Parsley, Roasted Garlic and Balsamic-Tomato Broth; Dessert: Honey-Vanilla Cheesecake with Fruit Coulis. Alcoholic beverages extra. (\$37 per person, spouses and guests welcome).

Friday, July 6 (4:30-5:30 p.m.)

Walking Tour of Old Denver

The South Platte River was first explored by Pierre and Paul Mallet. Explore with Tom Noel the gold region and the old city of Denver (called the Lodo Historic District). Stops at selected historic sites and watering holes.

Thomas Noel is Professor of History at the University of Colorado at Denver, columnist for *The Rocky Mountain News*, and author of some 24 books including *The City and the Saloon: A Liquid History of Denver* and *Denver: Mining Camp to Metropolis*. (\$12 per person, spouses and guests welcome; maximum 25 participants).

**Friday, July 6 (9:00-10:00 p.m.)
Spectacle**

We will organize a Friday-evening spectacle which will be either a short theatrical performance or a concert of French music. Check the AATF Web site at [<http://aatf.utsa.edu/>] for more specific information as it becomes available. (\$10 per person, spouses and guests welcome).

**Saturday, July 7 (7:00-9:00 p.m.)
AATF Awards Banquet**

Join us to celebrate a successful convention at the AATF Awards Banquet and as we honor the achievements of our members during 2001. Menu: Salad, Grilled marinated Norwegian Salmon with tomato-basil cream sauce, lemon and artichoke risotto, Chocolate raspberry rumble cheesecake. Wine included. (\$50 per person; spouses and guests welcome).

**Sunday, July 8 (9:30 a.m.-4:30 p.m.)
Post-Convention Excursion**

Tour of Georgetown and the Hotel de Paris

Catch a glimpse of life as it was more than a century ago and explore a wide variety of unique shops and galleries. Tour includes a visit to the **Hotel de Paris Museum**. The Hotel was opened in 1875, and built by a Frenchman named Louis Dupuy, whose dream had been to have a luxurious hostelry and restaurant similar to the Normandy Inns of his homeland. Georgetown is nestled in the mountains at the foot of the Continental Divide of the Rocky Mountains. (\$25 per person; spouses and guests are welcome). Lunch is not included, but there are numerous places to eat, ranging from fast food to sit-down meals, available on site.

Workshops

We are pleased to offer four three-hour workshops during the convention. The cost for each workshop is \$20 per person.

Thursday, July 5 (1:30-4:30)

W126: Why an Exchange? Why Not Tourism?

Intervenantes: **Jane Black Goepper**, Editor, *AATF National Bulletin*, **Barbara Ransford**, Camden Fairview High School (AR)/President, *Arkansas AATF Chapter*, et **Brenda Benzin**, Buffalo State College (NY)/AATF Vice-President

This workshop explores the advantages of exchanges between high schools and lycées over mere tourism. The presenters,

who have all had on-going exchanges, discuss ways to organize these exchanges as well as the problem areas of such exchanges and propose some remedies.

Friday, July 6 (8:30-11:30)

W214: La Shoah: Comment enseigner l'Holocauste dans les cours de français

Intervenantes: **Eileen Angelini**, Philadelphia University, et **Barbara Barnett**, Agnes Irwin School (PA)

Cet atelier interactif montrera comment incorporer l'étude de la Shoah dans les cours de langue et de civilisation françaises à travers les films, la littérature, la musique et les témoignages. Tous les participants recevront un manuel de 50 pages.

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

W234: Connections: The Harlem Renaissance and the Négritude Movement of Paris

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

This session will explore American influences on the *négritude* movement in Paris. The works of writers and activists including W.E.B. Du Bois and Langston Hughes, a leader of the Harlem Renaissance, will be included, along with the poetry and prose of Senghor, Damas, and Césaire, fathers of *la négritude*.

Saturday, July 7 (8:30-11:30 a.m.)

W313: Incorporating Business French Into the Curriculum

Intervenant: **William Thompson**, University of Memphis

This workshop will present the wealth of pedagogical materials available for developing a business French curriculum. We will consider the creation of an independent business French course as well as strategies for incorporating business French material into existing language courses.

FULBRIGHT OFFERS LECTURING/RESEARCH AWARDS TO 140 COUNTRIES

The Fulbright Scholar Program is offering lecturing/research awards in some 140 countries for the 2002-2003 academic year. Opportunities are available not only for college and university faculty and administrators but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars, and many others.

Traditional Fulbright awards are available from two months to an academic year or longer. A new short-term grants program—the Fulbright Senior Specialists Program—offers two-to-six-week grants in a variety of disciplines and fields.

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

Application deadlines for 2002-2003 awards are:

- **May 1, 2001** for Fulbright Distinguished Chair awards in Europe, Canada, and Russia;
- **August 1, 2001** for Fulbright traditional lecturing and research grants worldwide;
- Fulbright Senior Specialists Program—rolling deadline.

For information, contact the Council for International Exchange of Scholars (CIES) at 3007 Tilden Street, NW, Suite SL, Washington, DC 20008-3009. Telephone: (202) 686-7877; Web: [www.cies.org].

The Fulbright Scholar Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs.

**HOTEL RESERVATIONS
HYATT REGENCY DOWNTOWN
DENVER, COLORADO**

To make your hotel reservations for the AATF convention, July 5-8, participants have two options. You can call the Hyatt Regency Central Reservation Center toll-free number at **(800) 223-1234** or you can call the Hyatt Regency Downtown Denver directly at **(303) 295-1234** and ask for the Reservations Department. In either case, tell the agent that you will be attending the American Association of Teachers of French convention to receive the group rates of \$115 + tax (single or double) or \$130 + tax (triple or quad). When making any travel arrangements, be sure to specify the Hyatt Regency Downtown Hotel which is located at 1750 Welton Street.

Reservations must be made by June 4, 2001 to receive the convention group rate which is available for three days before and after the convention on a space-available basis.

NEW DIRECTIONS FOR *THE FRENCH REVIEW*

The *French Review* has moved in new directions in the past few years in order to do a better job of meeting the needs and interests of readers from all levels of our profession. In this article I would like to provide you with an overview of the changes we have instituted and try to give you an idea of where we are going in the future. I also want to encourage you to send me your ideas for new initiatives and directions.

In October 1999 we introduced a new rubric, "Bloc-notes culturel," a cultural digest of happenings in France written by James P. McNab. In this now annual article McNab outlines the major events that have taken place during the preceding year in France (this year he added information on the situation in Algeria) to give us an overview of cultural life in France. He has treated topics such as "Météo et catastrophe," "Economie," "Politique," "Présence de l'Afrique nord," "Société," "Découvertes et expositions," "Sports," "Les Disparus de l'année," "Anniversaires et commémorations," and "Architecture et monuments." Response to McNab's column has been very positive, and a number of teachers have told me that they use the material from it in their classrooms. Our regular "L'Année littéraire" articles on the novel, poetry, and theater continue as always.

In the October 2000 issue we began another new rubric, "In Your Corner: Focus on the Classroom." The first offering, "A French Lesson for the Multimedia Classroom," presented a lesson in the symbolism of French and U.S. currencies. The second, "FLYing with French on Saturdays..." described a French program designed for elementary school children. Both these articles were very well received. Unlike regular pedagogical submissions, these articles, though meant to complement the pedagogical section, are not required to contain a theoretical dimension, but should present the best of successful classroom teaching experiences reiterated over time. Authors of these articles should try to stay within the 2500 word limit outlined in the "Guide for Authors," which appears in every issue of the *French Review*.

Another innovation, one which took place in 1999, was provided by Colette Dio, author of the immensely popular "La Vie des mots." Colette now prepares a "Mots chassés" rubric for the *National Bulletin*, which is drawn from her *French Review* column. The answers to the questions are found in the same issue of the *National Bulletin* as the questions.

In May of 2000 we published a Special Issue of the *French Review* devoted to Paris and in honor of the AATF meeting held there in July of 2000. With this issue, subsidized AATF *National Bulletin*, Vol. 26, No. 4 (April 2001)

in part by the French Cultural Service, which provided a grant to AATF. This was the first change of cover in fourteen years. Reactions to the cover, the work of a professional Parisian photographer, Marc Grosvalet, have been very favorable, and we plan to retain his rendering of the *Bibliothèque nationale de France* as our cover for the present.

As you may know, another Special Issue, this one to be devoted to pedagogy, will appear in May 2001. We hope that the wide variety of articles, ranging from topics like FLES to a course on nature for university students, will be of use to classroom teachers at all levels. This is the first time that the *Review* has published a Special Issue devoted to pedagogy, something we are proud of. We have also added another Assistant Editor for Pedagogy to the Editorial Board.

In the October 2001 issue we will introduce another new rubric, "Professional Issues." Authors of essays published under this heading will present questions of pressing importance to our profession. The first one, written by Judith Johannessen and Helen Lorenz, AATF Regional Representatives, will deal with the thorny issue of block scheduling. These essays should not exceed 2500 words and will appear on an occasional basis. I hope that you will propose a subject to me for consideration.

In 2001-2002 we will also begin a series of "états présents," so that readers may discover the most recent works in fields of interest to them. The first, devoted to Eighteenth Century Studies, was written by Gita May of Columbia University.

In the March 2001 Film Review rubric we introduced a review of the twenty-second *Festival international de Films de Femmes*, which took place in Créteil in March and April of 2000. This new column is intended to complement Jean Decock's yearly review of the Cannes Film Festival and will appear on an annual basis. Film Review Editor John Anzalone has also begun publishing reviews of recently released French language films in order to serve the needs of classroom teachers.

We are busy planning another Special Issue in honor of the seventy-fifth anniversaries of the AATF and the *French Review*. This issue will appear in May 2002 and will include reprinted articles from the first, twenty-fifth, and fiftieth volumes of the *Review*, as well as a wide variety of regular articles. We will also have testimonials from former presidents of the AATF, the current and past Executive Directors, and we hope to receive messages of congratulation from Francophone dignitaries.

At the annual meeting of the AATF held in Montreal in July 1998 we introduced a session entitled "Meet the Editors of the *French Review* and the *National Bulletin*." We undertook this initiative in order to create a face-to-face dialogue with our readers and a forum for new ideas. The sessions in Montreal, St. Louis, and Paris have proved useful to all of us involved in editing our two journals and we plan to continue them in the future. Why don't you plan to attend the next one at our meeting in Denver in July? In November of 2000 I presented a session entitled "The *French Review* and YOU!" at the ACTFL annual meeting held in Boston. I discussed submission and evaluation procedures and policies and a host of other issues related to the *Review*. My formal presentation was followed by a forty-five minute question and answer period. I plan to continue this outreach effort and hope that those of you who can not make our AATF annual convention will attend the session at ACTFL.

In my March editorial I outlined our good fortune in being able to make the entire collection (with a five year buffer) of the *French Review* available electronically within the next two years through J-STOR, a not-for-profit organization that the Mellon Foundation created in 1995. This development came about through a project of the MLA, in conjunction with J-STOR. This electronic archive will provide an invaluable source of scholarship to our readers and to scholars world-wide. By now I hope that you have visited our Francophone Web site, which was set up in 1998. We have begun archiving past "Tables of Contents" there, and the editorial for each issue appears along with our "Guide for Authors." We also provide a link to the AATF Web site.

I want you to know that I appointed an Advisory Committee for the Editor in the winter of 2000. We met in Paris in July and discussed all aspects of the journal and how to improve it. I have implemented several recommendations from the committee, and we will meet on a yearly basis.

In closing I want to invite you to send me your thoughts and reactions to the changes already implemented and those still to come at the *French Review*. Our aim is and always will be to devote ourselves to the "interests of French teachers," as directed by the AATF Constitution. This goal can only be met if we see ourselves as inclusive and not exclusive. Thank you all for helping us meet this objective by sharing with us your ideas and articles from all levels of our profession, kindergarten to university.

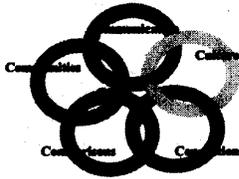
Christopher P. Pinet
Editor-in-Chief

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MOTS CHASSÉS:

Exercices sur l'article "La Vie des mots" paru dans la *French Review*, Vol. 74, No. 2, December, 2000. Le corrigé se trouve à la page 40.

I. Est-ce Vrai ou Faux? (Si c'est faux, reformuler la phrase.)

1. Un sponsor se dit aussi «commanditaire».
2. Un baladeur est une personne qui se promène toute seule.
3. Une télévision à péage est une télévision gratuite.
4. Le générique d'un film présente les noms de tous les acteurs et auteurs de ce film.
5. Une série télévisée relate une histoire complète.

II. Remplir les blancs dans les phrases suivantes (un ou plusieurs mots).

1. Une enceinte acoustique comprend plusieurs _____.
2. Les bombardements ont _____ affaibli le pays.
3. Je paie 160 francs par mois pour la _____.
4. Tous les matins je regarde mon _____ télévisé préféré, *Les Feux de l'amour*.
5. Le «desk research» correspond au mot français _____.
6. NIKE est un _____ très recherché par les équipes sportives.
7. Je déteste le froid, j'ai une _____ pour les pays ensoleillés.
8. Combien coûte l'_____ de votre parti?
9. Il est un fait _____: la surpopulation du globe est mal gérée par l'ensemble des pays.
10. Je voudrais écouter la dixième chanson de cette cassette mais pas les premières. Mettons donc la cassette en _____.

III. Mettre au passif les phrases suivantes.

1. Nostradamus a prédit l'avenir.
2. J'ai relevé plusieurs «bourdes» du présentateur de TF1.
3. On soumet l'adhésion à ce club à un parrainage.
4. Cette publicité bien drôle a vanté les mérites de ce produit.
5. Ma banquière a mis à jour mon compte en banque pour moi.
6. Cette enceinte acoustique peut s'acheter à bas prix.
7. TV5 a supprimé cette émission pour enfants de sa grille de programmation.
8. *Le Journal Officiel* reconnaîtra encore bon nombre de néologismes.
9. Carrefour a vendu beaucoup de camescopes pour Noël.
10. Est-ce que mon syndicat va décliner l'invitation du Premier Ministre?

IV. Compléter les propositions principales à l'aide d'une subordonnée (introduite par la conjonction donnée).

1. Une chaîne de télé utilise son droit de priorité lorsque ...
2. Le générique apparaît après que ...
3. Regardez les mots suivants dont ...
4. Les calques de l'anglais qui ... ont la vie dure.
5. TV5 a supprimé cette émission de sa grille de programmes parce que ...

Colette Dio, Nancy, France

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].

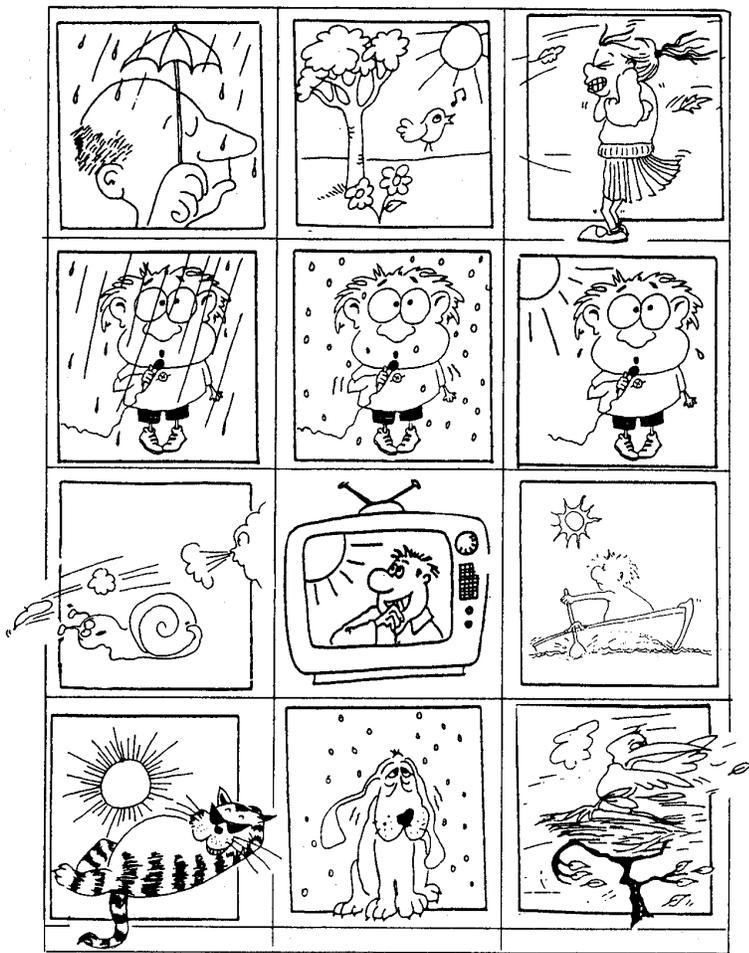
QUEL TEMPS FAIT-IL?

Here is a "game" that provides wonderful constructive noise in the classroom and gives the students the chance to feel like they are really communicating. Since they are all talking at once, it actually provides more speaking time for each individual than they would have in the traditional classroom. The block format can be used with a variety of structures, but the following example is to drill weather along with the question *Quel temps fait-il?*

Distribute a page to each student. This example is divided into twelve boxes, but the format can be altered for your target vocabulary or structure. The students are going to go to their classmates and point to one of the pictures asking *Quel temps fait-il?* The student, if he answers correctly, then writes his name in the box over the picture. The rules I established to assure everyone participates state that a student can give only *one* answer to any given student. They must then move on to someone else. The first to have the whole page initialed is the "winner." Students have thus had the opportunity to both ask and answer twelve times (or however many boxes exist on the page). The role of the teacher is simply to monitor that no English is spoken and that respectable pronunciation is used.

Variation: As the students have more contact with written language, questions may be written in the boxes. The same procedure is followed, but it is important that the questions be very familiar so that there is no phonetic interference from English. You might try the very familiar questions about yourself: *Comment t'appelles-tu? Quel âge as-tu? Quelle est la date de ton anniversaire?*

Elizabeth Miller
Crystal Springs Uplands School
Hillsborough, California



SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société Honoraire de Français* now has information up on the AATF Web site at [<http://aatf.utsa.edu/>]. Click on National Headquarters and you will see the SHF link. You can find basic information about starting a chapter including the necessary form, a sample constitution, suggestions for initiation ceremonies, as well as the form to report new student initiates and information on ordering supplies.

We hope that this information will facilitate your communication with new Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331; E-mail: [htk0718@louisiana.edu].

If you don't currently have a chapter of the *Société Honoraire de Français* at your school, start one this year!

74^{ÈME} CONGRÈS ANNUEL DE L'AATF

PROGRAMME PRÉLIMINAIRE

Ateliers pré-congrès mercredi 4 juillet

Pre-convention Workshop

National Board Certification for Foreign Language Teachers, Part I

Intervenante: Martie Semmer, Colorado Second Languages Resources

Foreign language teachers of students 3-18+ who participate in this workshop will gain an in-depth understanding of National Board Certification for teachers of World Languages other than English. National Board Certification pre-candidates, candidates, supervisors, and university teacher preparation professors as participants will explore what is needed to meet the NBC assessment requirements. (3 hours; pre-registration required.)

Pre-convention Workshop

National Board Certification for Foreign Language Teachers, Part II

Intervenante: Martie Semmer, Colorado Second Languages Resources

As a continuation of Part I, workshop participants will examine the videotaping requirements plus practice descriptive, analytical, and reflective writing—key components of the National Board Certification assessment process. Video clips will be analyzed and writing activities will be aligned with the *World Languages other than English Standards*. (3 hours; pre-registration required.)

jeudi 5 juillet (matin) Ouverture du congrès Séance plénière

L'invité d'honneur qui donnera la conférence plénière n'a pas encore pu être confirmé, mais nous espérons qu'une haute personnalité du gouvernement français acceptera de s'adresser aux congressistes. Veuillez consulter le site Web de l'AATF [<http://aatf.utsa.edu/>] afin d'avoir les informations les plus récentes concernant le congrès et les activités parallèles au congrès.

SESSIONS

jeudi 5 juillet (après-midi)

S120: Cooperative Cultural Exchange in the Begining French Classroom

Intervenantes: Hélène Gresso et Lara Lomicka, The Pennsylvania State University

The National Standards promote active learning, critical thinking, the integration of skills, and cultural awareness. The speak-

ers will present a model of how three student-initiated activities (involving music, news/announcements, and intercultural correspondence) can be easily integrated into the curriculum and involve students in the actuality of the Francophone world. Detailed handouts and references provided.

S121: Le Grand Concours 2002

Intervenants: Sid Teitelbaum, Directeur, Grand Concours, Lisa Narug, Grand Concours, et Judith A. Baughin, University of Cincinnati/National French Contest Administrator (Ohio)

Come learn more about the National French Contest. Find out what it is, when it is given, and why. How do you increase student enrollment in *le Grand Concours*? Tests will be made available as well as the latest information on the contest—including student eligibility, content specifications for each level, fees, prizes, and other important details. Every student can be a winner! *Tous les enfants sont gagnants!*

S123a: Business French: Past, Present, and Future

Intervenant: William Thompson, University of Memphis (TN)

This session will trace the history of business French as an academic discipline, consider the current status of the field in terms of available materials and support, and contemplate future endeavors in this still relatively new area of French studies.

S123b: Le Français des affaires and the European Discourse: Integration or Subordination?

Intervenante: Irene Finel-Honigman, Johns Hopkins University (MD)

This presentation will explore how to redefine business French as a dynamic vehicle for economic and corporate discourse in the European Union. Recently, key French multinationals have chosen English as their working language. These decisions are symptomatic of a more pragmatic, plurilinguistic approach to the role of *le français des affaires* in European regional and global business.

S124: About the AATF: Open Session for Newcomers

Intervenants: Jean-Pierre Piriou, Président de l'AATF, et Jayne Abrate, Secrétaire générale de l'AATF

This session is intended for newcomers to an AATF convention and to new AATF members, but it will also offer something for everyone. Come find out about the many services offered by the AATF, the materials we continue to develop, our promotional ac-

tivities, the work of the AATF Commissions, and many other projects in which our national and regional officers are involved. We will also discuss initial plans for the next joint international meeting of the *Fédération internationale des professeurs de français* and the AATF in 2004 in Atlanta.

ATELIER

W126: Why an Exchange? Why Not Tourism?

Intervenantes: Jane Black Goepper, Rédactrice, AATF National Bulletin, Barbara Ransford, Camden Fairview High School (AR) et Brenda Benzin, Buffalo State College (NY)

This workshop explores the advantages of exchanges between high schools and *lycées* over mere tourism. The presenters, who have all had on-going exchanges, discuss ways to organize these exchanges as well as the problem areas of such exchanges and propose some remedies. (3 hours; pre-registration required.)

S127: Adapting *Portes ouvertes* for Distance Education with WebCt

Intervenant: Casey B. Black, Northern State University (S 1D)

An interactive multimedia text is adapted for an Internet-based course delivery system. In addition to using tools included in the WebCt arsenal that facilitate communication between students and instructor, elements of the multimedia programs are manipulated to make them available to students who cannot access the language laboratory.

E128: *Comptines et jeux de doigts = culture* (Exhibitor Session)

Intervenante: Mary J. Sosnowski, Sosnowski Language Resources

Comptines and *jeux de doigts* are culturally authentic, age-appropriate tools for teaching a second language to young children. These materials provide a communicative context as well as incorporate opportunities for physical activity. Elementary children learn best by doing, and with these materials they use French to perform the activities.

S130: La Semaine du Goût: Culture, Communication, Connections

Intervenante: Jacqueline Thomas, Texas A & M University-Kingsville

La Semaine du goût teaches French citizens of all ages the fundamentals of discriminating eating. Its combination of pedagogy, discovery, and fun provides an

excellent model for French teachers who want to promote France's gastronomic heritage in the U.S. Activities will be proposed for use in and out of the classroom.

E132: The French Test for Global Communication (Exhibitor Session)

Intervenante: Sylvie Bonin, TOEIC Services Canada

The TOEIC® *Test de français international (TFI)* evaluates the French proficiency of non-Francophones. This multiple-choice test assesses a candidate's ability to understand, speak, read, and write French as it is used in the international workplace and everyday life. This test is designed by the Chauncey Group International, Ltd., a subsidiary of Educational Testing Service (ETS).

S134: Strategic Teaching in Reading and Writing

Intervenante: Margaret Gillespie de Gooyer, Nova Scotia Department of Education (Canada)

Cette intervention est destinée aux enseignants qui souhaitent devenir des observateurs d'apprenants ainsi qu'aux administrateurs qui cherchent à mieux comprendre le processus et les causes dans le développement de la littératie. Cet atelier vise à rendre explicites les stratégies que les élèves utilisent lors de la lecture et de l'écriture et à fournir des exemples de situations d'apprentissage qui aideront les élèves à mieux utiliser les stratégies nécessaires pour lire et pour écrire.

S137: Using *France Bleu* on the Internet

Intervenant: Gregg Siewert, Truman State University (MO)

Radio-France audiocasts real-time radio programming through the Internet. Using RealAudio or similar programs, you and your students can listen in and become part of contemporary French media. Learn how to manipulate this and other radio stations on your computer for your students and for your own professional development.

S138a: Teaching Franco-American Literature in the Classroom

Intervenante: Janet L. Shideler, Plattsburgh State University (NY)

This presentation offers a brief introduction to the history of French-Canadian immigrants in the U.S. and their evolution into the sizeable Franco-American communities of today. Materials written by Franco-Americans in French will be distributed, followed by a discussion of the practical, pedagogical application of this literature.

S138b: "Si longtemps séparés:" Introducing Cajun Culture in the French Curriculum

Intervenante: Clara Krug, Georgia Southern University

The Cajun culture in Louisiana is very much à *notre portée*. However, although many Americans enjoy its cuisine and are aware of its annual Mardi Gras, they do not know about the French heritage in Louisiana and its partial origins in the Acadian diaspora. This presentation includes a demonstration of a modified *Archipel* approach listening-comprehension activity designed to help first-year students learn about the background of the Louisiana Cajuns.

SESSIONS

vendredi 6 juillet (matin)

S210a: National French Week at Georgia Southern University: A Collaborative Celebration

Intervenant: Clara Krug, Georgia Southern University

National French Week 2000 immersed Bulloch County, GA in Francophone cultures. The presenter will share suggestions for securing the support of colleagues and publicity in local media. Although she received grants from the Georgia Humanities Council and the AATF, her presentation will focus on events that do not require external funding.

S210b: Haitian Perspectives on the Teaching of French in the U.S.

Intervenante: Stacey Katz, Montclair State University (NJ)

This presentation offers the results of a survey conducted with Haitian immigrant students who are learning French at an American university. It describes the problems they encounter in their studies, and it includes suggestions, based on their input, for including Haitian topics in French department curricula.

S211a: A Translation Course for Undergraduates? (Why, When, and How)

Intervenante: Sharon L. Shelly, College of Wooster (OH)

Translation—the creative process by which the meaning(s) of a text are reconstructed within the context of another language and culture—can help Advanced-level learners work toward Superior-level reading and writing skills. The presenter will describe an undergraduate course that addresses linguistic and cultural differences through French-English translation. Participants will receive a packet of materials including a model syllabus, sample texts, and useful references.

S211b: Translation with Tradition: Keeping the French in a "French Literature in Translation" Course

Intervenante: Helynn H. Hansen, Western State College of Colorado

Professors who teach courses in French literature in translation face the challenge of keeping the French ambiance alive in a class where all reading and discussion are in English. With creative use of biography, visual materials, as well as music, teachers can pique students' sensitivity and awareness of the French culture behind the works.

ATELIER

W214: La Shoah: Comment enseigner l'Holocauste dans les cours de français

Intervenantes: Eileen Angelini, Philadelphia University, et Barbara Barnett, Agnes Irwin School (PA)

Cet atelier interactif montrera comment incorporer l'étude de la Shoah dans les cours de langue et de civilisation françaises à travers les films, la littérature, la musique et les témoignages. Les participants recevront un manuel de 50 pages. (3 hours; pre-registration required.)

S215: *Le Roman de la Rose*

Intervenante: Nancy B. Baum, Harold Washington College (IL)

Cette joyeuse œuvre sera introduite accompagnée de diapositives d'illustrations du treizième siècle. Nous discuterons le "Mythe de Narcisse" comme illustration de ce que les écrits de Guillaume de Lorris et de Jean de Meung ont apporté aux auditeurs médiévaux. Textes à l'usage immédiats de l'enseignant seront fournis.

S216a: A Classroom Activity on a Thematic Unit from the Georgia Elementary School Foreign Language Model Program

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

The audience will be given the opportunity to participate in a classroom activity as students. This will enable them to acquire ideas on how to incorporate many activities into a thematic unit for their grade level. The activities are developed following the guidelines of the Georgia Quality Core Curriculum for the Elementary School Foreign Language (ESFL) Model Program.

S216b: Toward a Pedagogy of the Francophone Text

Intervenante: Jean Marie Schultz, University of California at Berkeley

This presentation will explore some issues surrounding the incorporation of Francophone culture in an intermediate-level college course. We will focus on a variety of Acadian and Cajun cultural products—music, poetry, an essay, oral stories—as we explore the potential of these materials to motivate students through a content-based curriculum.

E217a: Bilingualism Opportunity for High School Students (Exhibitor Session)

Intervenante: Louise Lewin, Glendon College, York University (Canada)

S217b: Images of France and the French in American Advertising (That Chihuahua ain't got nothin' over on us)

Intervenant: Scott Sheridan, Illinois Wesleyan University

The most often-used foreigner stereotype in American pop culture is that of the French. From post-war American films to cartoon characters, generations of Americans have come to easily recognize the clichéd tradition of preconceived notions of the French that are still often exploited, particularly in advertising. This presentation will examine clips from various recent television commercials that take advantage of these preconceived notions of France.

S218a: Collaboration entre profs: Développement et implémentation d'un cours en ligne pour la 4^{ème} année d'apprentissage du français

Intervenante: Fabienne Gérard, Cary Academy/Sorbonne-Nouvelle (NC)

The presenter has collaboratively developed and implemented an online course for high school French students; didactical as well as editing issues will be discussed.

S218b: Bringing the Web to the Writing Class

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

The presenter will discuss the establishment of a class Web site in French for potential Francophone tourists to the surrounding area. Participants in this session will deal with similar issues, making their own proposals concerning content and design and comparing them with the ideas of these intermediate French students.

S220: AATF Publications in 2001: Meet the Editors

Intervenants: Christopher Pinet, Rédacteur en chef, French Review, Clyde Thogmartin, Iowa State University, Jane Black Goepper, Rédactrice, National Bulletin, et Townsend Bowling, Webmaster

The *French Review* is continuing to make innovations in the millennium; in 1999 a new, annual rubric, "Bloc-notes culturels," which discusses French cultural life and society during the previous year was introduced. In 2000 another new rubric, "In Your Corner: Focus on the Classroom," began which presents successful classroom practice at all levels. In May 2001 a special issue on pedagogy will appear. The *National Bulletin* has published classroom exercises by Colette Dio to accompany her *French Review* column, "La Vie des mots," as well as new Commission features and classroom activities. The AATF Webmaster will discuss developments on the Web site.

E222: Au Contraire! Figuring out the French (Exhibitor Session)

Intervenants: Gilles Asselin et Ruth Mastron, SoCoCo Intercultural

The purpose of this session is to present a new book on French-American intercultural relations and address several specific situations in which interactions between the two cultures present some challenges. This involves interactions in the business as well as the social arenas.

S225: Unlocking the Francophone World: Using Short Texts in the Classroom

Intervenants: Christopher Bolander, Sage Goellner, Molly Krueger Enz, Fara Rabenarivo, University of Wisconsin-Madison

Francophone texts often pose difficulties stemming from linguistic and/or cultural differences. The presenters intend to demystify areas of the Francophone world in the intermediate-level classroom by presenting short texts, making these literatures accessible while maintaining their authenticity. These texts can then be used as springboards for the study of longer texts.

S226: Écoute-Radio: an Interactive Exercise for Improving All Four of the Basic Language Skills

Intervenant: D. Brian Mann, North Georgia College and State University

Based on a technique learned at the *Centre d'Études franco-américain* in Lisieux, France, the presenter will demonstrate and invite participation in intensive listening comprehension exercises that can be expanded to improve skills in reading, writing, and speaking. Although example content is offered in French, the technique can be used for teaching in any language, including ESL.

E227: Branchés: The New French Connection (Exhibitor Session)

Intervenant: Keith Fry, Prentice-Hall Publishing

Share our excitement in this "sneak preview" of the totally new Prentice-Hall French program. Connect students to the French language and culture in a new way using technology, the National Standards, and content-based instruction. Participate in hands-on activities and see the new *Branchés* video program. Learning French has never been this much fun!

C228: The New AATF Web Site

Animateurs: Townsend Bowling, University of Texas at San Antonio, et Jayne Abrate, Secrétaire générale de l'AATF

Come learn about the new features of the AATF Web site. Webmaster Townsend Bowling and Executive Director Jayne Abrate have worked hard over the past year to update the Web site, add new features related to Teaching with Technology and National French Week, incorporate useful

articles and activities from past issues of the *National Bulletin*, and to make the AATF Web site a more user-friendly resource for AATF members at all levels.

C229: Open Session of the AATF Commission on Community Colleges

Animatrices: Mary Jo Netherton, Morehead State University (KY), et Denise McCracken, St. Charles Community College (MO)

Come and join community college teachers as we address promotion of French, recruitment and retention of students, and other issues particular to the community college arena. Do not miss this chance to network.

**SESSIONS
vendredi 6 juillet
(après-midi)**

S230a: L'Inforoute francophone et son rôle dans la promotion de la francophonie

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

Au sixième Sommet de la francophonie, les représentants des pays ayant le français en partage évaluent les enjeux de l'avènement des inforoutes pour la francophonie. Les pays francophones ont jugé que la création d'une inforoute francophone leur permettrait d'éviter la marginalisation dans la société naissante de l'information et de promouvoir la francophonie comme projet linguistique et culturel.

S230b: Êtes-vous au bout du rouleau? Making Communicative Pronunciation Practice a Reality

Intervenante: Kate Paesani, Wayne State University (MI)

Idiomatic expressions provide a culturally rich source for communicative pronunciation practice. In small groups, students determine the meaning of idiomatic expressions (i.e., *être au bout du rouleau*). This activity serves as a preview to pronunciation practice of specific sounds (i.e., [o] and [u]). A follow-up exercise asks students to use the idiomatic expressions in context.

E232: Let's Be Frank! (Exhibitor Session)

Intervenant: Scottie Frederickson, Concordia Language Programs

Let's Be Frank! is an informative and fun one-hour lesson on the official French-speaking countries of the world with ideas for participatory learning of geography, language, and culture. Information about the countries and related data will be shared along with suggestions for designing a hands-on, reality-based experience for the student. Keys to remembering facts

about the countries will be shared. No prior knowledge is necessary!

ATELIER

W234: Connections: The Harlem Renaissance and the *Négritude* Movement of Paris

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

This workshop will explore American influences on the *négritude* movement in Paris. The works of writers and activists including W.E.B. Du Bois and Langston Hughes, a leader of the Harlem Renaissance, will be included, along with the poetry and prose of Senghor, Damas, and Césaire, fathers of *la négritude*. (3-hours; pre-registration required.)

S235: All You Want to Know About French Immersion

Intervenantes: Brenda Benzin, Éliane McKee, Lucy M. Schwartz, Buffalo State College (NY)

Buffalo State (SUNY) collaborated with the Western New York AATF Chapter to create their first French Immersion Week in June 2000. The immersion was done on the undergraduate and graduate levels. Teachers brought away many ideas for classroom activities. Come and learn all the details!

S236: Rap Music and Hip Hop Culture in France and Francophone Africa

a: Représentations de la culture hip hop dans le stade Vélodrome de Marseille

Intervenant: Alain-Philippe Durand, University of Rhode Island

Cette communication montre que le stade de football de Marseille est devenu la principale source d'inspiration du mouvement hip hop marseillais. Les différentes formes d'expression hip hop (rap, graffiti, free style, etc.) que l'on retrouve dans le stade sont développées et analysées à l'aide d'extraits de films documentaires et de chansons.

b: French Rap: A Political Expression

Intervenante: Elizabeth Wham, University of Georgia

Rap music is used by disenfranchised youth as a means of protesting against the system. By expressing in street language what they believe to be the basis of society's problems, French rappers are using rap as catalyst for social change.

c: Le Rap à Libreville: un espace sociolinguistique urbain

Intervenante: Michelle Auzanneau, Université de Paris V

Cette communication présente quelques premiers résultats d'une étude en cours sur la chanson rap librevilloise (Gabon) conçue comme le lieu

d'expression et de gestation de représentations et comportements urbains ainsi que de processus identitaires. S'appuyant sur la description des choix langagiers dans le texte, elle rend compte de leurs significations possibles et en particulier du jeu des négociations identitaires.

d: Le Rap à Marseille: une expression identitaire complexe

Intervenant: Jean-Marie Jacono, Université de Provence (France)

Marseille est la ville où le rap français s'est le plus développé avec Paris. Rassemblant des jeunes de toutes origines, le rap a valorisé une ville qui a encore mauvaise réputation en France. Nous chercherons à montrer l'intérêt et la complexité de cette expression identitaire en examinant notamment le rôle joué par la musique dans ce processus.

S237: Reinventing Jeanne d'Arc: Exploring the Evolving Enigma of Jeanne la Pucelle

Intervenantes: Debra McDaniel, East Carter High School (KY), et Mary Jo Netherton, Morehead State University

Even though Jeanne d'Arc died more than 500 years ago, her story is so compelling that the subsequent generations have remained intrigued by its inconsistencies and moved by the incomprehensible injustice of her death. A study of the lingering questions provide valuable material for collaborative interdisciplinary projects.

S238: Activités culturelles autour de la francophonie

a: Dans les pas de Simenon

Intervenante: Mary Moermond, Johnston High School (IA)

Liège en Belgique, ville natale de Georges Simenon, auteur francophone célèbre. La conférencière, stagiaire de la bourse AATF à l'Université de Liège en juillet 2000, présentera son projet pédagogique avec des documents authentiques (plan de la ville, diapositives, extrait d'un roman, brochure de l'auberge, photos). Il y aura des dossiers à distribuer avec des exemplaires des activités à faire en classe.

b: Le Premier août: fête nationale suisse

Intervenante: Elizabeth Donovan, Sharon High School (MA)

La présentatrice parlera de son séjour de trois semaines à Genève en 2000, grâce à une bourse de l'AATF. Vous découvrirez la Suisse et ses coutumes et traditions du premier août. Vous recevrez des travaux pratiques pour votre salle de classe.

c: Switzerland: More than Cheese and Chocolate

Intervenante: Eileen Walvoord, Niles Township High Schools (IL)

Visit an Internet site created for intermediate and advanced classes to see how you can help your own students discover what is special about a Francophone country little known by most American French students. This site will include audio and video interviews as well as activities, exercises, and photographs.

C239: Open Meeting of the Commission on French for Business and Economic Purposes

Intervenant: Steven J. Loughrin-Sacco, San Diego State University

S240: The National Standards Collaborative

Intervenante: Jayne Abrate, Secrétaire générale de l'AATF

The AATF was one of the original members of the National Standards in Foreign Language Education Collaborative which developed the original *Standards for Foreign Language Learning in the 21st Century* document. That initial collaboration has led to involvement in projects including language-specific adaptations of the original standards, the development of the first-ever national assessment for foreign languages, the inclusion of foreign languages as a field for professional teacher certification, and membership in NCATE. Attend this session to learn more about these projects and how you can become involved.

S241: Applied Linguistics: What is it? How Can one Teach It?

Intervenants: Helene Ossipov, Arizona State University, Christiane Laeufer, Ohio State University, Betsy J. Kerr, University of Minnesota, Clyde Thogmartin, Iowa State University

Courses in applied linguistics pose a particular problem for those who teach in traditional French literature departments. How does one teach a linguistics course to students with no background in linguistics? Three panelists who teach applied linguistics discuss how they deal with this issue.

S242: The Enlightenment Revisited

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

This presentation will describe how French writers, such as Voltaire, Rousseau, and Beaumarchais are incorporated into an interdisciplinary, team-taught course which combines literature and economics to show the approach, events, and consequences of three revolutions: French, Russian, and Iranian, and their interrelatedness.

E243: Provence, a Bridge across the sea, uniting the Mediterranean worlds (Exhibitor Session)

Intervenant: Laurent Meillon, eMosaïque.com

Since the Greek period, history has assigned Marseille with the exceptional role of mediator—a bridge across the sea, uniting the Mediterranean worlds. This conference will discuss the unique Provençal doorway and its role in the development of French culture. Ancient and modern Artistic works of Provence will illustrate these concepts.

S245: Take Advantage of Professional Development Opportunities Offered by the French Government

Intervenantes: Sharon Wirz, Morristown Beard School (NJ), Linda Trapp, Gilman School (MD), Sunny Kruschwitz, Ponderosa High School (CO), Alla Shustorovich, Pittsford Sutherland High School (NY)

Auriez-vous envie d'améliorer votre compétence linguistique, de vous replonger dans la culture française, de travailler avec des collègues des quatre coins du monde et d'approfondir votre expertise pédagogique? Tout cela est possible avec des bourses de formation professionnelle offertes par l'Ambassade de France et l'AATF. Les animatrices montreront comment constituer votre dossier de candidature. Elles vous présenteront un échantillon de l'expérience inoubliable qui attend les stagiaires du Centre de linguistique appliquée de Besançon.

S246: Le Château de ma mère: la Provence à votre portée!

Intervenante: Janel Lafond-Paquin, Rogers High School (RI)

L'enseignement du *Château de ma mère* peut être une expérience inoubliable pour tous vos étudiants si vous utilisez le dossier proposé dans cet atelier! Venez voir des stratégies pour rendre vivants les protagonistes de cette œuvre dont la mise en scène est en Provence! Un dossier complet pour tous ceux qui viennent!

S247: The Regions of France, Study and Travel

Intervenante: Diana M. Regan, LaSalle University (PA)

This presentation will explore the development of a study/travel course dealing with the history, geography, literature, and cultural similarities and differences among the regions of France. Beginning with "La France Préhistorique" (caves of Lascaux), the presenter will trace the history of France to the 20th century via the provinces. Integration of selected literary works by regional authors will be discussed. Video clips and photos of students during the travel portion of the course will also be included.

E248: CIEP (Exhibitor Session)

Le Test de Connaissance du français est

un test objectif, standardisé et calibré, élaboré par le CIEP. Il permet à des publics non francophones de valider leurs connaissances de façon fiable et reconnue. Le niveau de connaissance est indiqué sur l'échelle en 6 niveaux du Conseil de l'Europe accompagné des points obtenus, comme le TOEFL.

Le Ministre français de l'Éducation vient de prendre des mesures pour généraliser l'apprentissage des langues vivantes dès l'école maternelle en faisant appel à des assistants étrangers. Une vingtaine de pays dont les États-Unis sont partenaires de ce programme d'échange géré par le CIEP.

S249: Comment organiser une journée ou un week-end d'immersion qui marche

Intervenants: Joyce Beckwith, Wilmington High School (MA), et Christian Derobert, French Library and Cultural Center (MA)

Depuis de nombreuses années, les intervenants dirigent et animent des programmes d'immersion pour enseignants de français de tous niveaux. Ils vous feront partager leurs expériences de l'organisation de ces programmes: quand, où, comment, avec qui, à quel prix, quelle audience jusqu'aux détails heure par heure.

SESSIONS

samedi 7 juillet (matin)

S310: Behind Closed Doors: What Reviewers Do When They Read U.S. Department of Education International Studies and Business Grant Proposals

Intervenant: Steven J. Loughrin-Sacco, San Diego State University (CA)

More and more college-level educators are submitting grants to the U.S. Department of Education's Title VI programs. Writing successful grant proposals requires a keen understanding of the program's values, norms, and taboos as well as vision and communication skills. The presenter will provide a reviewer's insights into preparing fundable proposals.

S311: De la théorie...à la pratique ou simplement venez participer en apprenant et en vous amusant.

Intervenante: Dinah Lewis, British Columbia Association of Teachers of Modern Languages

Les participants vont observer et participer dans une gamme d'activités interactives. Quelques activités utilisent les documents authentiques ou sont liés aux sites sur l'Internet. Toutes ces activités reflètent l'approche communicative/expérientielle et sont visés de la 5^{ème} année la 12^{ème} année.

ATELIER

W313: Incorporating Business French Into the Curriculum

Intervenant: William Thompson, University of Memphis

This workshop will present the wealth of pedagogical materials available for developing a business French curriculum. We will consider the creation of an independent business French course as well as strategies for incorporating business French material into existing language courses. (3 hours; pre-registration required)

S316a: Chansons et rondes enfantines pour la classe de FLES*

Intervenante: Carine Bourget, University of Arizona South

Venez faire la ronde et chanter! Vos élèves vont adorer chanter et mimer ces chansons enfantines. Les participants vont apprendre l'air, les paroles et les gestes qui accompagnent des chansons enfantines françaises telles que "Savez-vous planter les choux?" "Alouette" et "Sur le pont d'Avignon."

S316b: Why Do We Use Music and Movement in the Language Classroom?

Intervenante: Karen Campbell Kuebler, Wellwood International School (MD)

Get those ears ready! Oh yes, and don't forget the rest of the body, too! Participants will be actively involved as presenter discusses four reasons to use music and movement in the classroom: To motivate, to reinforce, to supplement, and most importantly to learn language. Handouts provided.

S317: DVD and Conquer

Intervenante: Anita Alkhas, University of Wisconsin-Milwaukee

Come explore the exciting potential of DVD technology for language, culture, and literature courses at all levels. We will look at the exceptional advantages DVD offers over traditional video, focusing on several recent French and Francophone films. All techniques and activities can be easily adapted to any of your favorite films.

S318: Art et littérature dès le début: initiation à l'analyse littéraire à travers l'image

Intervenantes: Marie-France Bunting et Judith Frommer, Harvard University (MA), et Margaret Haggstrom, Loyola College (MD)

Étant donné la préférence des jeunes pour tout ce qui est visuel, nous pensons qu'on peut faciliter la compréhension et l'interprétation d'un texte littéraire en commençant par l'analyse d'un tableau sur un thème correspondant. Cette ses-

sion présentera cette approche en donnant des exemples aux niveaux élémentaire, intermédiaire et avancé.

S320: Personalized Learning: Discovering Diverse Paths to Common Goals
Intervenantes: **Erin Joyce Arantowicz**, Baker University (KS), et **Patricia Mosele**, Colorado State University

We will discuss what French instructors can do to encourage personalized learning while maintaining common objectives at each level. After reviewing related research, we will demonstrate methods for facilitating personalized classroom learning. Participants will then work together to revise traditional activities so as to better meet individual learner needs.

S321: CASLT Assessment Toolkit and Web Resources

Intervenante: **Helen Coltrinari**, Canadian Association of Second Language Teachers (CASLT)

This presentation will focus on a series of "toolkits" developed by CASLT for classroom use in formative assessment in French second language classrooms. The session will demonstrate use, offer examples, and lead participants to the association Web site [<http://www.caslt.org>] for more information and examples of activities.

S325: The Relationship Between Achievement and Learning Preference in a French as a Second Language Class: A Comparison Between Collaborative Learning and Teacher-Fronted Class

Intervenante: **Louise Lewin**, Glendon College, York University (Canada)

Findings from a case study conducted in a French as Second Language university course will be reported. The relationship between achievement, learning preferences, and teaching approach is the main focus. The benefits of using Collaborative Learning will be given special attention.

S326: Le Chandail: petit conte, grand succès

Intervenante: **Janel Lafond-Paquin**, Rogers High School (RI)

Au congrès de Montréal en 1998, nous avons eu l'occasion de rencontrer l'auteur québécois Roch Carrier qui a présenté son petit conte "Une abominable feuille d'érable sur la glace" dont on a tiré le film animé *Le chandail*. Maintenant, venez voir ce que vous pouvez faire dans vos propres salles de classe avec ce conte. Du niveau débutant jusqu'au niveau avancé, cette petite histoire vous offre une grande quantité d'activités que vous pouvez utiliser avec vos étudiants!

S327: Enseigner un film, enseigner à partir d'un film: les 400 Coups de François Truffaut

Intervenantes: **Carol S. Altman**, University of Denver, et **Anna Norris**, Michigan State University

Cette session fera découvrir les moyens d'exploiter pleinement ce film dans la salle de classe en "lisant" ce film avec leurs élèves et en élaborant des activités et des techniques de pré- et de post-visionnement. Les activités ne se limiteront pas à la lecture et à l'explication du film *Les 400 coups*. Nous élaborerons par petits groupes des activités et des documents qui permettront aux professeurs d'enseigner la culture, la grammaire et la littérature françaises à partir des thèmes présents dans le film.

S328: Learning is a Marathon, not a Sprint: Using the Internet for Life-Long Language Learning

Intervenants: **Laurel Springer Mayo** et **Pete Smith**, University of Texas at Arlington

Web Radio is part of the newest technology in the instructor's toolbox to foster and support language maintenance following classroom study. Panel will discuss the theoretical framework and practical examples of language maintenance via Internet Radio—suitable for all learners (teachers as well as students!)

C329: Teaching Culture: Objectives and Projects of the AATF Commission on Cultural Competence

Animateurs: **Marie-Christine Koop**, University of North Texas, Co-Présidente de la Commission, et **Alain-Philippe Durand**, University of Rhode Island

This session will present the revised objectives of the Commission and a summary of its recent projects: the latest volume on France, the Web site, the preparation of cultural units on French-speaking countries, a seminar in Quebec, etc. It will include a discussion with the audience to elicit concerns and suggestions.

SESSIONS samedi 7 juillet (après-midi)

S331: Celebrating National French Week

Intervenantes: **Joyce Beckwith**, Wilmington High School (MA), **Mary Jo Netherton**, Morehead State University (KY), et **Diana Regan**, LaSalle University (PA)

Looking for new and splashy classroom activities and community events for National French Week 2001 which are guaranteed to succeed? Anxious to begin planning? The presenters will share with you the latest updates and "how-to's." An interactive session with video clips, slides, sample programs, networking resources and step-by-step

handouts.

S333: Le Français par la chanson: une formule pour revitaliser le cours de composition/conversation

Intervenante: **Colette Henriette**, Western Maryland College

Cette intervention a pour objectif de présenter une expérience pédagogique qui utilise la chanson contemporaine d'expression française et la biographie des chanteurs comme matériau de base pour enseigner la conversation et la composition. La méthode permet d'améliorer la prononciation, de favoriser la mémorisation des structures grammaticales et d'intégrer la culture tout en enseignant les quatre compétences d'acquisition linguistique.

S334: Actualité de la France contemporaine

a: Femme française, citoyenne européenne: sa situation actuelle en France

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

La lutte des femmes pour s'affirmer dans les domaines social, politique et économique se poursuit toujours en France et dans l'Union européenne. Une étude des questions principales qui définissent cette lutte chez les Françaises révèle que leur avenir dans ce domaine est étroitement lié à celui de l'Union européenne.

b: Les élections municipales de 2001

Intervenant: **Joseph Marthan**, Richard Stockton College (NJ)

Cette communication se propose de dresser un bilan critique des élections municipales de 2001, d'établir un état des lieux du nouveau paysage politique qui en émergera et d'en dégager les enjeux en vue des grandes échéances électorales de 2002: les législatives et les présidentielles.

c: L'enseignement secondaire en France: actualité et dernières réformes

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

Cette session fera le point sur l'enseignement secondaire en France. Elle passera en revue les problèmes d'actualité et les dernières réformes en insistant plus particulièrement sur la lutte contre la violence et l'échec scolaire, l'enseignement des langues, les nouvelles technologies et l'évolution du baccalauréat. Des documents seront distribués à l'auditoire.

S335: Teaching Pronunciation Over the Blackboard

Intervenante: **Helene Ossipov**, Arizona State University

This presentation will demonstrate a pronunciation program for lower-division French classes that incorporates Black-

board™ and Web technology. The advantage of this program is that it is delivered over the Internet so that students may access it at any time.

S336: La Littérature francophone: son rôle dans le high school américain

Intervenante: Nora Kelting, Wichita High School West (KS)

Pour s'assurer de la survie de la langue française aux États-Unis, il est utile de reconnaître son rôle international. La conférencière présentera des poèmes, des extraits et des chansons tirés de la littérature francophone (d'Amérique du Nord, des Antilles et d'Afrique) qui sont à la portée des jeunes. Ces morceaux les intéressent et leur montrent l'importance de l'expression française dans le monde.

S337: TV5: French Television in the Classroom

Intervenante: Susannah Elliott, Ashley Hall School (SC)

TV5 is a French television channel that you can receive in your classroom via satellite. Come learn what it is, how to use it in the classroom, and what you need to acquire it. We will discuss different activities and lesson plans as well as funding sources

S338: Listening: Why? When? What? Where? How?

Intervenantes: Judith Frommer, Harvard University (MA), Margaret Haggstrom, Loyola College (MD), et Marie-France Bunting, Harvard University (MA)

Many language teachers find listening to be the most challenging skill for them to teach and for their students to learn. Based on recent research in listening, this presentation will demonstrate new techniques for selecting listening materials, designing activities and training students to be effective listeners.

C339: Options in FLES*: Models, Materials, Activities

Animatrices: Lena Lucietto, Isidore Newman School (LA), et Gladys Lipton, University of Maryland-Baltimore County

Effective FLES* teachers implement different program models and use a variety of instructional materials and activities. Presenters will review characteristics of major K-8 FLES* models and present information about current FLES* materials. Participants will share in discussing the activities and materials which have brought success to their FLES* classrooms.

S340: La Fédération des Alliances Françaises fête ses 100 ans à Paris en 2002!

Intervenante: Jane Robert, Présidente, Federation of Alliances Françaises, USA, Inc.

Célébrez cet événement avec nous! L'Alliance Française de Paris et

d'éminentes institutions culturelles comme l'École du Louvre vont accueillir à Paris les membres des Alliances Françaises américaines à l'occasion de leur centenaire. La participation par des invités de marque dans des lieux officiels comme le Sénat, le Ministère des Affaires étrangères, l'Ambassade des États-Unis, créeront une suite d'événements mémorables.

S341: Des outils de perfectionnement professionnel de l'ACPI

Intervenante: Marie Frost, Association canadienne des professeurs d'immersion (ACPI)

Deux vidéos produites par l'ACPI constituent un matériel qui s'adresse tant aux formateurs qu'aux enseignants et aux étudiants en formation initiale. La première explore les réflexions d'une enseignante qui s'interroge sur ses croyances et pratiques pédagogiques. La deuxième démontre comment l'enseignement de la langue peut se faire par la voie de l'enseignement des sciences.

S343: A Spanish Perspective for French Class: Adjust Instruction for the Growing Number of Spanish-Speaking Students

Intervenante: Elaine Maguire, Judson High School (TX)

The presenter will demonstrate realistic instructional strategies focusing on the considerable advantages and particular difficulties of Spanish speakers learning French. Engaging sample activities illustrate how to approach vocabulary, reading, structure, and speaking from the perspective of Spanish language and culture. Handouts. Promotional material also available.

S345: Enseignement de l'analyse des textes poétiques: identification, description, effet, interprétation

Intervenant: Jean-Paul Carton, Georgia Southern University

Présentation d'exercices conçus pour faciliter l'apprentissage de l'analyse des textes poétiques en privilégiant dans un premier temps les phases d'identification et de description. La méthode proposée a pour but d'assurer l'acquisition des concepts de base et d'engendrer des conditions propices aux échanges de classe en tenant compte des conditions particulières à l'enseignement des langues étrangères.

C346: Forum for French Teachers

Animatrice: Janel Lafond-Paquin, Rogers High School (RI)

We would like to know how we can help you to keep the magic going in your own classrooms and assist you in ensuring that French remains one of the world languages taught in middle schools across the country. Please join us in order to voice your concerns, your frustrations, your suggestions,

and your ideas for making middle school French a "must" for the millenium!

S347: Promoting French Throughout the Year: Looking Beyond National French Week

Intervenantes: Jayne Abrate, Secrétaire générale de l'AATF, Ann Sunderland, Truman High School (MO), Jacqueline Thomas, Texas A & M University-Kingsville

This session will offer teachers suggestions for carrying the lessons learned from National French Week to the activities of the rest of the school year. Promotion is never a one-time event but must be done regularly and enthusiastically if a French program is to thrive. Ideas for activities and events and general public relations will be provided along with sample materials. AATF services and materials will be featured.

S348: Une petite histoire de la démocratie ... et comment la découvrir par des textes

Intervenante: Danielle Quiniou, CÉGEP international et Collège Ahuntsic

La conférencière se propose de raconter une petite histoire sur un grand thème: celui de la démocratie. Elle démontrera qu'il n'est pas nécessaire d'être spécialiste pour intégrer une «dimension citoyenne» dans le curriculum. Elle prendra l'exemple du recours à une diversité de textes en français (bandes dessinées, chansons, poèmes etc.) pour amener l'élève à comprendre l'idée de démocratie.

C349: Commit to Professional Standards: Be Part of the Action

Animatrice: Susan Colville-Hall, University of Akron (OH)

The AATF Commission on Professional Teacher Standards invites all interested members to learn more about and become involved in professional standards for French teaching professionals. Information on how to pursue National Board Certification will be presented. In addition, we will distribute "A Professional Guide to Administrators for Selecting the BEST candidate for your French Language Program." We will also examine the results of a survey to teachers and college professors on promoting careers that use French and talk about recruitment.

SESSIONS

dimanche 8 juillet (matin)

S410: Developing Cultural Competence Through Diverse Learning Styles

Intervenantes: Patricia Mosele, Colorado State University, et Erin Joyce Arantowicz, Baker University (KS)

We will discuss how French instruc-

tors may encourage personalized cross-cultural understanding while respecting common cultural objectives. After reviewing related research, we will illustrate diverse techniques for teaching French and Francophone culture. Participants will collaborate to revise traditional activities to better address learner needs.

S411: La banlieue: réalité et métaphore
Intervenante: Liliane Vassberg, University of Texas-Pan American

Les «banlieues» françaises souffrent du chômage, de l'exclusion, de l'insécurité et de la violence. Les immigrants et les nouveaux pauvres y font figure de classes dangereuses. La conférencière analysera les données objectives et les représentations de la banlieue dans les médias et les sciences sociales ainsi que les perspectives d'avenir.

S412a: Pre-conceived French: What New Students Think About (the) French
Intervenant: Lawrence Kuiper, University of Wisconsin-Milwaukee

What do beginning French student bring with them the first day? Which pre-conceptions about the language and culture they are about to study have an effect on how they study or how well they learn. This study addresses these questions, drawing implications for the classroom.

S412b: Cultural Receptivity: Self and Other in Foreign Language Learning
Intervenante: Elizabeth M. Knutson, U.S. Naval Academy (MD)

This presentation focuses on the issue of students' sense of cultural identity and openness to other cultures in foreign language learning. The presenter will explore the relationship between motivation and receptivity to foreign cultures, social aspects of classroom interaction which can influence cultural attitudes, and realistic goals for culture learning.

S413: Francophonie: identité et multiculturalisme du Canada—nouvelle perspective littéraire

Intervenant: Sung-Eok Han, Keimyung University (South Korea)

Cette présentation visera le multiculturalisme du Canada et l'identité en tant que problématique dans la littérature québécoise. Un mouvement littéraire progressiste se manifeste actuellement. La problématique identitaire dans une situation de tension permet de passer par l'approfondissement des questions de l'être et de la forme. Dès l'essor même de la littérature au Canada, l'interrogation et la réflexion fondamentales portent sur la langue d'écriture. Il s'agit des problèmes de l'écriture, écriture de la parole, et des questions de la voix en quête d'une langue.

S414a: Teaching *Madame Bovary* with Film

Intervenante: Michèle Bissière, University of North Carolina-Charlotte

This presentation shows how different film versions of *Madame Bovary* can be used to highlight aspects of Flaubert's novel in an introductory literature class. Film excerpts that focus on the influence of Emma's reading habits provide visual cues for her character's eventual *mal de vivre* that students often overlook in their reading.

S414b: Teaching Sembène's *Le Camp de Thiaroye* in a Conversation and Composition Class

Intervenante: Carine Bourget, University of Arizona South

Set during World War II, the story of Sembène's film centers on West African *tirailleurs* who were drafted, taken to fight in Europe, and are now waiting in a transit camp to return to their villages. Students study and write movie reviews, and discuss topics including racism and colonization as treated in the film.

S414c: Integrating a French Film Festival into the Curriculum

Intervenante: Kathryn Murphy-Judy, Virginia Commonwealth University

French students are required to attend the annual French film festival sponsored by our institution. Materials from the festival are integrated into all levels of French course work ranging from internships for more advanced students who help organize the festival, to beginning levels. An overview of pedagogies arising from the annual film festival will be discussed.

S414d: Teaching Film in the French Classroom

Intervenante: Tama Engelking, Cleveland State University

This session provides teachers with practical information to incorporate film into their French classes at various levels. It includes an overview and round table discussion based on a collection of class syllabi that all participants will receive. This is followed by three presentations illustrating in more depth different approaches to using film.

S420: Language Diaries: French as Seen Through the Eyes of a Teacher and a Learner

Intervenante: Carolyn Gascoigne Lally, University of Nebraska at Omaha

The proposed presentation describes one teacher's quest to strengthen the teacher/researcher connection by keeping a teaching journal for a post-secondary French conversation course as well as a learning journal for a summer course at the Université de Montréal.

S421: Teaching la Francophonie through

Verse and Song

Intervenante: Ann Sunderland, Truman High School (MO)

Enrich your secondary classroom with authentic music and verse from the Francophone world! Focusing on poetry and song that can be incorporated into beginning French classes, the presenter will share materials and activities from Senegal, Morocco, Mauritius, Madagascar, and Quebec as well as France and Belgium. Handouts and sources provided.

S422a: Teaching Anne Hébert's *Play, L'île de la demoiselle*, as an Introduction to Québec

Intervenante: Roseanna L. Dufault, Ohio Northern University

Anne Hébert's reinterpretation of a 16th-century legend provides an engaging means of introducing basic historical facts and cultural themes as an introduction to the study of Quebec culture and literature. This presentation is a sample lesson that can be adapted to different student levels and course objectives.

S422b: Translating Saussure (the Founder of Twentieth-Century Linguistics?)

Intervenante: Carol Sanders, University of Surrey (United Kingdom)

This presentation introduces a new volume of writings by Saussure (Gallimard 2001) and examines the difficulties inherent in translating these into English. This leads to a wider discussion of the existing translations of Saussure and to the question of Saussure's place in the history of linguistic thought.

S423a: The Professional Master of French Studies Tutorial

Intervenant: Ritt Deitz, University of Wisconsin-Madison

This presentation treats the design and practice of the Tutorat, a curricular feature of the new Wisconsin Professional French Masters Program. In it, three major players—faculty member, student, and Francophone “tuteur”—combine research with role-playing to prepare the otherwise linguistically proficient graduate student for a required professional internship abroad.

S423b: Place of the Holocaust in the Foreign Language Classroom

Intervenante: Dora E. Polachek, Binghamton University (NY)

Given its importance in the history of the world and in French culture, how can we incorporate the Holocaust as a unit within the intermediate level foreign language classroom? This paper will address pedagogical strategies and challenges. It will offer suggestions as to print and visual materials that have proven successful as well as ten tips for teaching this topic.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

74th ANNUAL CONVENTION: DENVER, JULY 5-8, 2001

Please print all information.

Name: _____ School Affiliation: _____
(as you would like it to appear on your badge)

Address: _____

City: _____ State/Province: _____ Zip: _____

Country _____ Telephone: (home) _____ (work) _____

Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, and a *malette pédagogique*. The Pre-Registration fee will be accepted if postmarked by **June 5, 2001**. After this date, the late registration fee will apply.

- | | | |
|--|---------------------------------|-------|
| • Pre-registration fee (if postmarked by June 5) | \$75 US | _____ |
| • 2001 Membership in AATF (required if you are not already a member for 2001) | \$45 US | _____ |
| • 2001 First-time membership in AATF, if you have never been an AATF member
(This offer is good only on pre-registration. It will not apply on-site.) | \$0-included in
registration | _____ |
| • Late or on-site registration fee (after June 5) | \$90 US | _____ |
| • Emeritus registration (must be an AATF Emeritus member) | \$38 US | _____ |
| • Student registration (includes AATF membership for 2001-2002) | \$38 US | _____ |
| • Friend/Guest of AATF member (must not be a French teacher) | \$65 US | _____ |

Please provide name of friend/guest(s) _____

SUB-TOTAL REGISTRATION FEES:

WORKSHOPS

Descriptions of the workshops can be found on pp. 15-16 of the April *National Bulletin*. Workshop fees vary.

Pre-convention Workshops:

Wednesday, July 4 (8:30-11:30 a.m.)

Part I: National Board Certification for Foreign Language Teachers (Martie Semmer)

\$25 US _____

Wednesday, July 4 (1:00-4:00 p.m.)

Part II: National Board Certification for Foreign Language Teachers (Martie Semmer)

\$25 US _____

Workshops

Thursday, July 5 (1:00-4:00 p.m.)

W126: Why an Exchange? Why Not Tourism? (Jane Black Goepper, Barbara Ransford, Brenda Benzin)

\$20 US _____

Friday, July 6 (8:30-11:30)

W214: La Shoah: Comment enseigner l'Holocauste dans les cours de français

(Eileen Angelini, Barbara Barnett)

\$20 US _____

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

W234: Connections: The Harlem Renaissance and the Negritude Movement of Paris (Lorin Pritikin)

\$20 US _____

Saturday, July 7 (8:30-11:30 a.m.)

W313: Incorporating Business French Into the Curriculum (William Thompson)

\$20 US _____

SUB-TOTAL WORKSHOP REGISTRATION

OPTIONAL ACTIVITIES

(Descriptions are on pp. 15-16, 37 of the April *National Bulletin*; spouses are welcome at meals and on excursions)

Academic Credit through Webster University (one-hour graduate credit, see p. 37)	\$95 US	_____
AATF Welcome Luncheon (Thursday, July 5, 11:30-1:30 p.m.)	\$35 US	_____
Restaurant Tour (Thursday, July 5, beginning at 7:30 p.m., see descriptions on pp. 15-16 cost includes meal, non-alcoholic beverage, tax & tip, indicate your 1st & 2nd choices below)		_____
_____ #1 Le Central (\$35)	_____ #2 Buckhorn Exchange (\$40)	
_____ #3 La Fondue (\$35)	_____ #4 1515 Market (\$36)	
Walking Tour of Old Denver (Friday, July 6, 4:30-5:30 p.m.)	\$12 US	_____
<i>Spectacle francophone</i> (Friday, July 6, 9:00-10:00 p.m.)	\$10 US	_____
AATF Awards Banquet (Saturday, July 7, 7:00-9:00 p.m.)	\$50 US	_____
Post-conference excursion to Georgetown and Paris Hotel (Sunday, July 8, 9:30 a.m.-4:30 p.m.)	\$25 US	_____

SUB-TOTAL OPTIONAL ACTIVITIES

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

Denver Souvenir Tee-Shirt

(Tee-shirts are white on dark green with "La Francophonie: le monde à votre portée" They will be delivered at the convention.

Please indicate size and quantity.	L or XL	_____ at	\$10	_____
	XXL	_____ at	\$11	_____

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

Please indicate size and quantity	L or XL	_____ at	\$15	_____
	XXL	_____ at	\$16	_____

SUB-TOTAL TEE-SHIRTS

TOTAL PAYMENT DUE: _____

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

_____ I am interested in finding a roommate for the Denver convention. Use the information on the other side of this form to contact me.

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

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

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

REFUND POLICY: Requests for refunds must reach National Headquarters no later than **June 15, 2001**. A \$10 fee will be assessed to cover administrative costs. NO refunds after June 15, 2001. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.

NATIONAL FRENCH WEEK ACTIVITY

The National French Week 2000 activity at the Downingtown High Ninth Grade Center that seemed to spark the most interest and participation was the "French in English" Contest. This was actually the brainchild of my husband Ron, an enthusiastic Francophile by marriage!

I had placed stacks of fliers summarizing all of the week's activities on the office counter starting Friday of the preceding week, and events were announced by students of French on the public address system. I had placed a copy of the following expressions in each homeroom teacher's mailbox, with a large handwritten notation in the margin of page 1 giving the contest dates. I prepared a simple tabulation sheet that was also supplied (you want to make it EASY for teachers to conduct this contest during the few free minutes of homeroom). The tabulation sheet had a space to indicate the homeroom number and the teacher's name. Numbers ran down the left side with blank spaces in two columns to fill in the French expression and the English meaning.

The announcement was as follows: "On Wednesday, Thursday, and Friday, homeroom teachers will have lists of French expressions used in English and tabulation sheets. Designate a writer in each homeroom to transfer expressions to the numbered sheet(s) provided and GIVE THE ENGLISH MEANING. You may also furnish expressions that may not appear on the lists. The homeroom with the greatest number of expressions at the end of homeroom on Friday will receive warm croissants delivered on a designated day next week." The announcement was repeated each day of the contest.

Having fresh croissants on hand for delivery at 7:15 a.m. was a challenge. I bought the large size refrigerated ones, and baked them myself, brought in my warming tray and a French brand of jam. Teacher and students absolutely loved it, and I received a handmade thank you card (bearing French expressions from non-French students!) signed by everyone in the winning homeroom.

This rather simple activity truly achieved the goal of reaching out and including those students and adults who believe that they are not involved in French!

Joanne S. Silver

Downington High Ninth Grade Center (PA)

This list features words and phrases that most English speakers know, use, and recognize as French words. The rationale is not to retrace 600 years or so of history to determine the influence of French on the development of the English language, but rather to show some of the many distinctive French terms that have entered our everyday speech. Occasionally the English usage has resulted in a change of spelling, loss of an accent, or even a change of meaning.

People	hors d'œuvres	suite	sang-froid
fiancé	petit fours	critique	en masse
fiancée	canapés	matériel (military)	art deco
divorcé	omelette	bidet	art nouveau
divorcée	meringue	coup d'état	cachet
attaché (used by the press and by diplomats)	soufflé	exposé	fête
chauffeur	pâté	cause célèbre	et voilà
valet	Hollandaise sauce	cliché	à la
aide-de-camp	gateau	sabotage	bête noire
madam	French cuisine	camouflage	mélange
gourmet	Nouvelle Cuisine	espionnage	fait accompli
maître d'	quiche	facade	cavalier
idiot savant	escargots	detente	moiré
concierge	sauté	Expressions	bon mot
entourage	piece de résistance	Au contraire!	laisser faire
connoisseur (spelled with an o)	filet	C'est la vie.	patois
liaison	foie gras	déjà vu	potpourri
protegé	croissants	R.S.V.P.	naïveté
nouveau riche	café au lait	rendez-vous	fin de siècle
chef	cordons bleu	tête-à-tête	brouhaha
Characteristics	fromage frais	ménage à trois	en route
nonchalant	apéritif	faux pas	Places
adroit	sorbet	gaffe	chalet
maladroit	à la mode	double entendre	pied-à-terre
blasé	au jus	rapport	bureau
banal	Things	passé	bistro
de luxe	attaché case	joie de vivre	salon
gauche	chaise lounge	in lieu of	boutique
chic	eau de cologne	vis-à-vis	American cities with French names
bizarre	lingerie	de rigueur	Des Moines
suave	coupe	en route	Terre Haute
svelte	résumé	lèse-majesté	Baton Rouge
Food and Drink	communiqué	raison d'être	Fond du Lac
éclair	Mardi Gras	tour de force	Eau Claire
champagne	ballet	crème de la crème	Des Plaines
buffet	pas de deux	milieu	Detroit
	œuvre	savoir-faire	Paris, etc.

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 *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
_____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)
_____ *Le Français m'ouvre le monde*
_____ *Forward with French*
_____ *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 _____

ON THE TEACHING OF FRANCOPHONE CULTURES TO ANGLOPHONE STUDENTS

Samia Spencer ended her essay “On the Teaching of French Culture Through the Press,” published in the April 2000 issue of the *National Bulletin*, with a call to French educators to “react creatively” to the enrollment crisis currently affecting French programs across the country and proposes interdisciplinary collaborations along with the creation of “new courses and curricular models” as a means of regenerating interest in French Studies in our schools (Spencer, 2000). Being the sole full-time French professor at a small college that has no undergraduate foreign language requirement, I have recently confronted the challenges Spencer outlined in her essay. One of my solutions to the problem of recruiting French language students and of reviving interest in French studies was indeed to create an interdisciplinary core course in English on the topic of non-Western Francophone cultures that would fulfill the institutional “World Perspectives” diversity requirement. I hoped that such a course would attract students from a wide variety of disciplines and if not interest them in pursuing French language studies, at least pique their curiosity for better understanding how their areas of specialization could intersect with cultures in French-speaking parts of the globe.

Course Design

The course that resulted is divided into five units: (1) French Polynesia, (2) French-speaking Caribbean, (3) Southeast Asia, (4) West Africa and (5) North Africa. Within each geographic area, I focus on specific representative cultures such as Tahiti, Haiti, Martinique, Vietnam, Senegal and Algeria. The main goals of the course are to engage students in discussing the global impact of French colonization, to introduce them to Francophone writers, and to have them use critical thinking skills to analyze literature, film and other cultural texts including news articles, paintings, music and websites. As this is an interdisciplinary course, students are encouraged to pursue research topics in their major (i.e., art, political science, business, sociology, etc.) as this field intersects with one of the cultures studied in class.

The course requirements include reading, in English translation, Patrick Chamoiseau’s *School Days*, Miriama Bâ’s *So Long a Letter* and Assia Djebar’s *Women of Algiers in Their Apartment*, along with a coursepack including folktales, short stories, poems and essays. I also require the viewing of films such as *Sugar Cane Alley* (Euzhan Palcy), *The Scent of Green Papaya* (Tran Anh Hung), *Hyenas* (Djibril Diop Mambety)

and *The Battle of Algiers* (Gillo Pontecorvo). The mixture of genres of writing and films offers a variety of authentic venues for understanding the complex histories and cultures of peoples living in the DOM-TOM and in former French colonies.

Students are also required to use Web resources in order to learn about the current status of particular focus cultures. General information about location, population, government, literacy rates, ethnic groups, languages spoken, economies and current issues are found in the CIA Factbook [<http://www.cia.gov>] and on the Human Rights Watch page [<http://www.hrw.org>]. Further, at the end of each unit, we discuss current news stories from each country that can be found in English by searching under the country name on the World News website [<http://www.worldnews.com>] or the Africa News Web site [<http://www.africanews.org>]. Usually, on the final day of each unit, I print out news stories from the previous week or so and distribute articles to small groups in class. Each group reads an article, discusses it, and presents it to the class to show how it relates to the cultural history or to the texts studied in class. Although I often worry that there will be “nothing going on” in a particular area at the moment we are studying it, I invariably find that there are always articles the students will be interested in analyzing. Thus far, we have been “lucky” enough to study West Africa during a coup d’état in the Côte d’Ivoire, Haiti during Aristide’s election to the presidency, and Vietnam on the day of the 25th anniversary of the end of the American Vietnam War. Even the less momentous news articles, however, allow students to see these foreign cultures as an active and dynamic part of our 21st-century global community.

Interdisciplinary Projects

The interdisciplinary group presentations and final projects are the most exciting part of the student assessment, which also includes five short quizzes and a final. The exams are designed to test for cultural competence and to challenge students to think critically about themes that are found in all of the cultures—such as the importance of oral tradition and the community, the problem of language, issues of ethnic/racial/religious diversity, the role of women, education systems, postcolonialism and globalization. The group presentations and final projects encourage the students to expand their knowledge of their major field by exploring it in the context of Francophone cultures. I group students as much as possible by majors and assign them a

geographical area and a date. Often, I suggest a topic, but encourage students to change or nuance it according to their interests and to the research sources they are able to locate. Nutrition Science majors, for example, are given the topic of “Caribbean Food;” Business majors “Economic Development in Vietnam;” Art Majors, “West African Art.”

The group projects have been by far the most successful tactic for sparking the curiosity of Anglophone (sometimes Francophobe) students in studying Francophone cultures. Students are always surprised at the wealth of information they are able to find on their topic through a combination of traditional library sources and internet sources (I give an extensive web bibliography as a starting point). One group of Nutrition Science majors, for example, offered a presentation on Caribbean food. Each member of the group looked at the contributions of a particular ethnicity to culinary traditions in the French-speaking Caribbean islands, ranging from the evidence of native Amerindian ingredients to the influence of African food preparation techniques to the more recent influx of Middle Eastern and Chinese traditions. The group prepared a homemade fresh salsa of tomatoes, mangoes, cilantro, green onions and lime juice, accompanied by plantain chips, for the class to try. Their final papers, expanding from their presentation, discussed food as an example of the multiethnic nature of Creole society, analyzed the importance of hunger as a theme in the Caribbean folktales we read, and related their research to current data concerning poverty and malnutrition in Haiti. While not every group project has been exceptional, for success does depend heavily on the level of student initiative, I have been impressed with the majority of the group projects in the three terms I have taught this course. Many of these projects have far surpassed my expectations.

Challenges

Teaching Francophone cultures to Anglophone students, many with no background or interest in French studies, certainly has had its challenges. The greatest, however, was personal and ideological. Considering the vast diversity of cultures to be included in the course and the fact that former colonies like Vietnam and Algeria are not populated today by a majority of speakers of French, could I justify calling the course “Francophone Cultures?” Further, the administration insisted that I call it “French-Speaking Third World Cultures” to specify that it would deal exclusively with

non-Western societies. I decided, despite my concerns for political correctness, to offer the course under that title in order to try to reach out to a larger student population and regenerate interest in the French program.

I consoled myself with the realization that, even if it is not a central defining component of their cultures in the 21st century, countries such as Vietnam and Algeria share a common colonial past and remain linked with France or with other former French colonies through economic exchanges and sociocultural ties. I also promised myself to use the awkward course title as a way to teach the students about the ideological difficulties of labeling these cultures as “Francophone” or as “Third World” in today’s society. I also decided to offer the students a significant number of course readings and films that were originally created in languages other than French—such as those in Haitian Kréyol, Vietnamese, Wolof or Arabic. For this reason, I purposely chose to show the students *The Scent of Green Papaya* (in Vietnamese) rather than Régis Wargnier’s *Indochine* and *Hyenas* (in Wolof) rather than Claire Denis’ *Chocolat*, hoping that these non-Western films would offer a more authentic vision of the cultures than their French-made counterparts.

Subsequent hurdles were more challenging. From the outset, I worried about getting enough students to enroll in this new course. To solve that problem, I set about my own little public relations campaign on campus. I made up snazzy flyers which I posted around campus and mailed to department chairs. I stressed the interdisciplinary projects that the students would do, and I talked about the course to every professor I met in the faculty dining room or at a committee meeting. I encouraged my French language students to tell their roommates and friends about the class and fielded dozens of phone calls from students asking for more information. These initiatives led to a healthy enrollment of 27 students the first term I offered the course (although almost half were French majors or minors) and an overloaded 37 and 36 the next two terms (with only a handful of French majors or minors in each course). Be careful what you wish for!

By far the most difficult aspect of offering the course has been the actual day-to-day teaching of it. One of the main problems, in my view, is that of avoiding over-generalizations when it comes to understanding complex cultures. Students tend to read one author’s story of a fictional character and to want to generalize this to be the case for all the people in the entire culture. As the authors of *Acquiring Cross-Cultural Competence* note, we must teach students three different levels of general-

ization: “about the needs and aspirations common to all humanity, about cultures, and about individuals” (Singerman, 1996). It has been a constant challenge to steer classroom discussions from the general to the particular and back.

Also, I quickly discovered that students at my institution sometimes found it difficult to discuss politically-charged subjects in the classroom, such as race or religion. Although this always requires some special attention to tone, I have actually found that in many ways it has been easier for students to talk about things like the effects of colonization, language prejudices, racism, and independence movements in Martinique, rather than to talk about these topics in relation to Puerto Rico, which hits closer to home. I usually wait until the end of the course to draw parallels between French colonization (in Polynesia, Martinique and Guadeloupe, Haiti, Vietnam, etc.) and U.S. expansion (in Hawaii, Puerto Rico and the U.S. Virgin Islands, Haiti, Vietnam, etc.).

There are also a small number of students each term who seem to be somewhat resistant to learning about foreign cultures. One student complained that he could not take notes in class because I “kept speaking French” during my lecture. Knowing that the only French terms I used were those I defined, such as the “DOM-TOM” or *négritude*, I understood this to be an expression of the student’s own xenophobic anxiety. Another student seemed more open to discussing the texts and films but had difficulty talking about characters whose names he found hard to pronounce and at times used inappropriate racial descriptors instead. When discussing a scene from Mambety’s *Hyenas*, for example, this student kept referring to the main character of the all-black African cast as “the black guy.” However, for every student who seemed to feel threatened by encountering non-Western cultures, there were others who told me they felt excited and inspired by this course to continue to study these cultures in other courses or, in the case of one student, to join the Peace Corps in West Africa.

Conclusion

Although it remains to be proven whether or not the addition of “French-Speaking Third World Cultures” as a core course in English will in any way contribute to increased enrollments in French language and literature courses on my campus, I am certain that it has increased the visibility of the French Program campus-wide among both students and faculty advisors in other departments and enrollments have risen slightly in the past year since the course was first offered. Further, regardless of whether or not it incites more students to

study French, it will have the effect of making more students on campus aware of the issues facing Francophone cultures in today’s global community. In the end, I will have achieved several of my main goals as a professor of French, including: promoting sensitivity to cultural diversity, developing critical thinking skills, and introducing Anglophone students to the rich literary traditions of the Francophone world.

Elizabeth A. Blood
Mercyhurst College

NOSTRAND PROFESSORSHIP

Howard and Frances Nostrand have given \$500,000 to the University of Washington to create the Howard and Frances Nostrand Endowed Professorship in Cultural Competence. The purpose of the gift is “to promote the growth of language and culture as a new discipline within language study, and to stimulate public awareness of the need for cultural competence by creating a prominent example—through research, teaching, lectures, and grants to young scholars.” The professorship will be housed within the Department of Linguistics and will benefit all languages, not only French. Both Nostrands taught at the University of Washington in the Department of Romance Languages. Howard is a Past President of the AATF.

Anyone who wishes to contribute to the second \$500,000 needed to create a fully-endowed chair may do so by contacting Antoinette Wills, College of Arts and Sciences, University of Washington, Box 353765, Seattle, WA 98195-3765; Telephone: (206) 616-6553; E-mail: [awills@u.washington.edu].

SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
- Find French resource materials.
- Create your own Web page.
- Use Web materials in the classroom.

In French & in English!
**[http://aatf.utsa.edu/
general/self/](http://aatf.utsa.edu/general/self/)**

DIX MOTS POUR JOUER AVEC LA LANGUE FRANÇAISE



Le Ministère de la Culture et de la Communication, la Délégation générale à la langue française ont choisi "Dix mots pour jouer avec la langue française." L'Association Francophone d'Amitié et de Liaison organise un concours international très richement doté, réservé aux jeunes de 18 à 25 ans.

Il s'agit de rédiger en français un message de paix et d'amitié en 25 lignes dactylographiées maximum comprenant impérativement les dix mots choisis pour être les ambassadeurs du «français comme on l'aime».

Beauté – Encore – Flamme – Inspiré – Kyrielle – Nuance – Oiseau – Quelqu'un – Utopie – Voyager

À vos plumes, prêts, partez pour un voyage d'une semaine à Paris.

Les Prix pour les lauréats

1^{er} prix : une semaine à Paris pour deux personnes (au départ de la destination desservie par Air France la plus proche du lieu de résidence du lauréat)¹

2^{ème} prix : un ordinateur + 1 imprimante

3^{ème} prix : un chèque de 1000 F et un livre de collection

4^{ème} et 5^{ème} prix : un dictionnaire Hachette

Prix non échangeables ni remboursables.

La remise des prix aura lieu le 12 juin 2001 dans les salons de l'Assemblée nationale de Paris.

Un recueil des œuvres sera publié en automne 2001.

Envoyez avant le 30 avril vos textes au FIAP Jean Monnet, 30 rue Cabanis, 75014 Paris, France; ou par mél: [girardin@fiap.asso.fr]; ou par fax: 33.1.45.81.63.91.

Votre texte doit être accompagné de votre nom, prénom, âge, adresse, mél, coordonnées téléphoniques ainsi qu'une photo d'identité.

Quelques définitions

Beauté Caractère de ce qui est beau. Manifestation du beau. Harmonie, joliesse, majesté, splendeur, vénusté...

Encore Adverbe de temps marquant la persistance d'une action ou d'un état au moment considéré. Toujours, nouveau, autre, plus de...

Flamme Mélange gazeux en combustion, lumineux quand il contient des particules solides en suspension. Ardent, éloquence, banderole...

Inspiré Animé par l'inspiration, souffle divin ou créateur. Illuminé, mystique, avisé...

Kyrielle Longue suite (de paroles), série, suite interminable. Quantité, séquelle...

Nuance Chacun des degrés par lesquels

peut passer une même couleur. État intermédiaire. Tonalité, différence peu sensible, délicate...

Oiseau Que ceux qui ne savent pas ce qu'est un oiseau lèvent le doigt! Oiselet, ornithologie, vol, volaille, paradisier, gibier, moineau parisien...

Quelqu'un Entre plusieurs, la personne ou la chose restant indéterminée; C'est «on»... Ou une personne de valeur. «Quelqu'un de ces malheureux dont le tourment singulier excitait la curiosité de Dante» (Proust)

Utopie Idéal, vue politique ou sociale qui ne tient pas compte de la réalité; pays imaginaire. Paix universelle, droits de l'homme, fraternité, progrès pacifique, chimère, illusion...

Voyager Faire un voyage: c'est le cas de tous les hôtes du FIAP Jean Monnet. Aller, transporter, tourner, voir du pays...

¹Le lauréat du 1^{er} prix (une semaine à Paris autour du 12 juin) devra être disponible durant cette période.

SWISS KITS AVAILABLE

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

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

The new version, *La Suisse en vue*, has a more uniform format with four colorful dépliant 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: \$5.00 for the first copy, \$1.00 for each additional copy. 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. Contact National Headquarters. (While supplies last; a newer version will be available this summer)

SPECIAL SCHOLARSHIPS AVAILABLE TO AATF MEMBERS RESEARCH SEMINAR IN QUEBEC, JULY 2001

Thanks to a large grant from the Quebec Ministry of International Relations, AATF Vice-President and Culture Commission Co-Chair, Marie-Christine Koop is organizing a summer research seminar in Quebec. The seminar will allow some 15 AATF members to spend 2-3 weeks in Montreal (McGill University) and Quebec City (Université Laval) in July (exact dates will be known in April).

The scholarship will cover room and board for approximately 15 participants, seminar materials, and conferences and visits. Participants will be responsible for round-trip transportation to and from the United States.

The seminar will present a panorama on contemporary Quebec and will address topics related to institutions, social and economic issues, and cultural concerns. It will include conferences by specialists and visits.

REQUIREMENTS

Applicants must demonstrate the following:

1. They will be teaching full-time during the 2001-2002 academic year;
2. They will be teaching a unit or course on Quebec in the near future;
3. They will present a session on Quebec at a conference in 2001-2002;
4. They will prepare a cultural unit and/or article on Quebec in 2001-2002, to be disseminated by AATF.

As specified by the Quebec Ministry of International Relations, preference will be given to individuals (1) who have no or little background on Quebec and (2) who teach at the advanced level (advanced high school courses and college level).

Interested members should complete and the application form available from the AATF Web site [<http://aatf.utsa.edu>], under AATF Headquarters, then Scholarship Information and Forms) and submit it, along with supporting documents postmarked by **April 30, 2001**. All applications should be sent to Quebec Research Seminar, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Application materials will be forwarded to members of the selection committee, and recipients will be notified no later than May 31.

Additional information will be posted on the site of the AATF National Commission on Cultural Competence [<http://courses.unt.edu/koop/aatfculture.htm>], as it becomes available.

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)

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.

Quantity	Size	Cost
_____ 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 _____

ACADEMIC CREDIT FOR ATTENDING THE 2001 CONVENTION IN DENVER

The AATF is pleased to be able to offer 2001 Denver Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$95. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 5 and concluding on Sunday, July 8, 2001.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday morning, July 5.
- Participants may select from one of the following themes and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
 - ◆ Technology
 - ◆ FLES*
 - ◆ French and Francophone Cultures
 - ◆ Literature
 - ◆ Language Learning
 - ◆ Teaching Techniques
- Participants will attend a minimum of ten break-out sessions.

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - 1) A summary and critique of each session;
 - 2) A simulated letter to the editor of your local newspaper describing how this conference has impacted your future work;
 - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **August 31, 2001**.

If you are interested in receiving one hour of graduate credit, please fill out the form below and return it to AATF Headquarters along with your payment of \$95. This will place your name on the mailing list to receive updated information and official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [kennelly@webster.edu]. If you have already registered along with your convention registration, this form is not needed.

VOLUNTEER OPPORTUNITY

The International Volunteer Program is looking for volunteers for its Summer 2001 programs. IVP provides volunteers with a unique opportunity to travel, experience a new culture and help needy people.

IVP programs offer a variety of volunteer placements in France, the United Kingdom, and California for six weeks each summer. Volunteers are provided with transportation from New York or San Francisco to their volunteer placement, as well as room and board for the six-week stay for an administrative fee.

Additional information about IVP, flyers and applications may be downloaded from our Web site at [http://www.ivpsf.com]. We encourage you to share this information with groups, organizations, or individuals you feel might be interested in such a program.

Rebecca Jewell, Program Director
International Volunteer Program
210 Post Street
San Francisco, CA 94108
Telephone: (415) 477-3667

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]

One-hour Graduate Credit for the 2001 AATF Convention through Webster University

Name _____

Address _____

City _____ State _____ Zip _____

Phone (home) _____ Phone (work) _____

Fax _____ E-mail _____

School Affiliation _____ Level taught _____

Return this form to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; 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. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>]. Please allow 3-4 weeks for delivery.

REPORTS OF THE AATF FLES* COMMISSION

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

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

PROMOTION OF FRENCH

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.

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).

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

OTHER MATERIALS

NEW! *Posters*. Series of six color posters (11x17 in.) promoting French on the theme Parlez-vous...? Includes study guide. \$15 set of 6 only.

AATF Certificate of Merit. Each 15 cents.

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

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

Color postcards, set of 20 (Provence, *Châteaux*, *Cathédrales*, Bretagne, 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.

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. \$5.00 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.

AATF PROMOTIONAL ITEMS

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

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

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

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

AATF Tote bag: Le français au 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 can be found on page 43 and ordering information will also be posted on the AATF Web site [<http://aatf.utsa.edu/>]. National French Week materials will be available August 1.

CHECK THE WEB FOR UPDATES ON DENVER

The AATF Web site will have regular updates on activities occurring at the Denver convention at [<http://aatf.utsa.edu/>]. The preliminary program will be posted and periodically updated as soon as it is available.

Preventing French Teacher Burnout

Burnout: "The exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration." *Merriam Webster's Collegiate Dictionary*, 10th edition

Our featured subject in this issue is STRESS and how to address it before it leads to teacher burnout. Although we do not pretend to hold a monopoly on this problem, the Community College can be an extremely stressful environment. Community College faculty are often thrown into a "stuck in the middle" situation: the complexity of finding common ground in articulation agreements with both high schools and four year colleges and universities, and the need to maintain quality programs while addressing the college mission of meeting the diverse needs of the community.

Drs. John and Suanne Roueche document in their book, *Between A Rock and a Hard Place, The At-Risk Student in the Open-Door College*, that "by 1992, more than one half of all students enrolled in higher education were enrolled in community colleges" (Roueche, 1993 p. 33). Because community colleges offer easy access (minimal entry requirements) and affordability, their students are among the most diverse. Community college students span a full range of age, ethnicity, socioeconomic status, educational backgrounds and levels of preparedness for college study. The average community college student is 28 years old and is likely to be a minority, foreign born or a returning woman. Increasing numbers of community college freshmen are first-generation learners with little family support, work 30 or more hours per week, and are academically weak. One third of them live below the poverty level (Roueche, p. 39).

The Community College French teacher may be especially at risk for future burnout because of recent enrollment trends. In the face of declining French enrollments in relation to Spanish, the teacher of French may feel an increasing need to be "all things to all people" (students, colleagues, administrators and parents) in order to maintain enrollments and protect her or his program. In addition, low enrollments, poor student performance and resistance to recruitment efforts can fuel worries about job security. An institutional perception of the "non-utility" of French as an academic discipline when compared to Spanish can also sometimes create a sense of diminished self-worth and frustration. Often the French teacher at the Community College is a department of one and has virtually no support system.

The authors of this article have a combined total of 33 teaching years at the community college. Because many of our students mirror those described above, recruiting them to the study of French and then retaining them presents special challenges. In one of our first semester classes there are 27 students, of which 14 are minorities. Four are linguists with master's degrees who are highly motivated and are learning French for a specific purpose. One student has a Ph.D. in history. At least 10 are first-generation college students, are under prepared academically, have weak study skills and are very intimidated by the language. They range from 18 to 50 years of age. Other typical students we encounter are foreign students still mastering English, anxious returning adult learners, and retired senior citizens (some in their 70's or 80's!) who get free tuition and are auditing a French course "just for fun."

The challenge is to know where to direct our efforts... do we teach to the middle and provide remedial instruction for the under prepared? If so, we may frustrate and lose our best students. Do we teach to the top 4 or 5 in the class and let the rest of them fall to the wayside? If we do that, then the program may die due to lack of numbers. We have coddled, cajoled, tutored, counseled and mothered our students to keep them motivated. Building relationships and creating the "community" in the college is an effective way to maintain numbers, but it can be emotionally and physically draining. Our typical teaching load is five courses (plus language labs) per semester. We put in 45-55 hours on campus each week and at least another 8 grading and lesson planning. We serve on multiple committees to ensure that our programs have a voice in college planning. Efforts to promote and market our programs and to provide study abroad experiences take up additional time. Research, writing and professional development are increasingly rare luxuries.

Another area of potential complication for the teaching of French at the community college is that faculty are more likely to be part-time rather than full-time. Because French is typically a smaller program when compared to Spanish, administrators may be unwilling to hire a full-time French teacher. Dr. John Roueche wrote an excellent book entitled *Strangers in Their Own Land, Part-Time Faculty in American Community Colleges*. Roueche et al document in their 1993 study that part-time faculty represented 41.72% of the total faculty corps in community colleges. (Roueche, Roueche and Milliron, p. 38) The percentage of part-time faculty is projected to increase even

further. Many adjunct instructors hold more than one job and are poorly remunerated for their teaching compared to full-time faculty. An adjunct French teacher typically does not have the time or the energy to spend lots of extra unpaid hours recruiting and promoting the program.

Given the stresses many French teachers currently experience, we believe it is important to take a serious look at means of reducing potential burnout. The following suggestions are based upon our own experiences and have proven helpful in dealing with our individual situations.

How can you reduce burnout potential?

1. Get to know yourself. Identify your strengths and weaknesses. Be as objective as possible then capitalize on your strengths! They may include: knowledge of subject matter, teaching skills, patience, management and programming skills, creativity, enthusiasm, persuasive ability, sensitivity, intuitiveness, conflict resolution skills, motivator, encourager, etc. Celebrate your strengths.

If your weaknesses are interfering with your work, address them. Otherwise they will continue to cause you stress.

2. Be confident of your abilities! Resist the urge to compare yourself to other teachers. There will always be those who speak or write the language more fluently, publish more, etc. That is not an excuse to refuse to learn or improve. Learn to appreciate yourself and move on from there.

3. Learn to say no! If you are doing too much, this is the most important piece of advice we can offer. Saying no may sound impossible, but with a lightened load you can do a better job with remaining tasks, reduce your frustration levels, and actually create more respect for yourself in the long term.

4. Set boundaries to protect your private time. Do you give your home phone number to students? Are your weekends consumed by grading, planning, student activities, etc.? Carve out a special time each week exclusively for yourself and your family.

5. Take care of YOU! Do some type of regular physical/mental/spiritual activity that will help counteract stress levels and restore balance. We all know we should do this but find it hard to implement. Start with little steps. It is worth the effort!

6. Allow yourself to just relax for a portion of every evening without feeling guilty. This "head-clearing" allows you to detoxify emotionally.

7. Resist the temptation to implement more than one or two major ideas learned at any foreign language conference in the classroom per year! Yes, "on est les meilleurs," but our quest to become the best all at once can cause undue stress.

8. When stress mounts, identify it. Put a face on it. Journal writing is helpful here. What is bothering you? Can you do anything about it? If not, can you release it? If the problems continue, is a change of environment necessary? There are a variety of tests and self help books readily available that will enable you to determine stress levels and pinpoint various types of stresses.

9. Establish your administrative, teaching and student priorities each semester. Put them in writing. Then simply do not allow other things to take up more time than they should. Protect those priorities.

10. Be willing to let go of what is called "unreasonable responsibility." You will not be able to motivate, inspire or "turn around" every student who walks into your classroom. Be thankful for those who respond and learn not to blame yourself whenever a student doesn't catch the vision. Your seed planting may take root later.

11. Be willing to seek out another French teacher for support or idea sharing. Collaboration with a colleague is energizing and can lessen the feelings of isolation.

12. Last, learn not to take yourself too seriously! Look for the humor in difficult situations and be willing to laugh at your own foibles. You will become even more endearing to those around you.

Sherry Dean

Mountain View College (TX)

Denise McCracken

St. Charles County Community College (MO)

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The Commission on Community Colleges welcomes your feedback and suggestions. If you have issues or ideas that you

would like to see discussed in the "Community College Connection," or if you would be willing to contribute to an article, please contact Denise McCracken at dmccracken@chuck.stchas.edu.

APPRENDRE ET ENSEIGNER AVEC TV5: LE CONCOURS «PAROLES DE LECTEURS»

Lors de l'édition 2000 de *Lire en Fête*, manifestation autour du plaisir de lire proposée en France et à l'étranger par le Ministère de la Culture et de la Communication, TV5 invite les classes de français du monde entier à participer au concours «Paroles de lecteurs».

Dans le cadre du concours, les enseignants doivent choisir un titre parmi une liste de 15 ouvrages de la littérature contemporaine francophone, qu'ils liront avec leurs élèves. Chaque classe devra ensuite nous faire partager les plaisirs de leur découverte, sous la forme de deux textes courts accompagnés d'illustrations, l'un exprimant leurs impressions de lecture, l'autre présentant une adaptation d'un extrait de l'œuvre choisie.

De nombreux prix seront distribués aux élèves, et les professeurs des trois premières classes gagnantes ne se mériteront rien de moins qu'un voyage à Paris! De plus, les meilleures contributions seront publiées sur le site de TV5. Les internautes pourront ainsi découvrir les réactions et l'imaginaire d'élèves d'âges et de cultures très différents partis à la découverte d'une œuvre «en français».

Pour participer au concours, il s'agit tout simplement de s'inscrire auprès de TV5 par lettre, télécopieur ou courrier électronique en indiquant :

- Le nom de l'établissement d'enseignement, son adresse précise, téléphone (et le cas échéant télécopieur et / ou adresse de courrier électronique);
- Le nom du professeur responsable de la participation au concours, son adresse personnelle, téléphone (et le cas échéant télécopieur et/ou adresse de courrier électronique).

Le dossier d'inscription doit être envoyé à Concours «Paroles de lecteurs» avant le 1^{er} mai 2001, à l'attention de: Mme Dominique Martineau, TV5, 19 rue Cognacq Jay, 75341 Paris Cedex 07, France; Téléphone: (33) 1. 44.18. 48. 20; Télécopieur: (33) 1.44.18.48.35; Courrier électronique: enseignant@europe.tv5.org.

Pour plus de renseignements à propos du concours, veuillez vous rendre sur le site TV5 à l'adresse [<http://www.tv5.org>], rubrique [Langue française—à l'occasion de *Lire en Fête*: le concours «Paroles de lecteurs»]. Notons que ce concours est organisé avec le CAVILAM (Centre Audiovisuel de Langues Modernes) et l'appui de la FIPF (Fédération internationale des Professeurs de Français).

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 74, No. 2, December 2000. Les activités se trouvent à la page 19.

I. Vrai ou faux?

1. Vrai; 2. Faux: c'est une petite radio portable; 3. Faux: il faut un abonnement payant; 4. Vrai; 5. Vrai

II. Mots correspondant aux blancs:

1. baffles; 2. notablement; 3. télévision à péage; 4. feuilleton; 5. recherche documentaire; 6. sponsor ou commanditaire; 7. prédilection; 8. adhésion; 9. notoire; 10. avance rapide

III. Le passif

1. L'avenir a été prédit par Nostradamus.
2. Plusieurs «bourdes» du présentateur de TFI ont été relevées par moi.
3. L'adhésion à ce club est soumise à un parrainage.
4. Les mérites de ce produit ont été vantés par cette publicité.
5. Mon compte a été mis à jour pour moi par ma banquière.
6. Cette enceinte acoustique peut être achetée à bas prix.
7. Cette émission pour enfants a été supprimée par TV5 de sa grille de programmation.
8. Bon nombre de néologismes seront encore reconnus par le *Journal Officiel*.
9. Beaucoup de camescopes ont été vendus à (ou par) Carrefour pour Noël.
10. Est-ce que l'invitation du Premier Ministre sera déclinée par mon syndicat?

IV. Phrases complétées:

1. survient un événement important.
2. le film a été montré.
3. beaucoup sont des néologismes.
4. apparaissent dans l'audiovisuel...
5. peu de téléspectateurs la suivaient.

CHANGES ON THE AATF WEB SITE

You may have noticed a number of changes appearing on the AATF Web site at [<http://aatf.utsa.edu>]. The site is being re-organized 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.

AN UNFORGETTABLE TOUR TO THE GEOGRAPHICAL CENTER OF FRANCE

In July 2000, we traveled to Paris to attend the joint convention of the American Association of Teachers of French and the *Fédération internationale des Professeurs de Français*. With the two groups combined, there were over 3000 French teachers gathered at the *Palais des congrès* to hear, learn from, and associate with their colleagues from all parts of the world who stressed the importance of the French language. The sessions we attended were of the highest quality emphasizing French literature, grammar, linguistics, culture, and history.

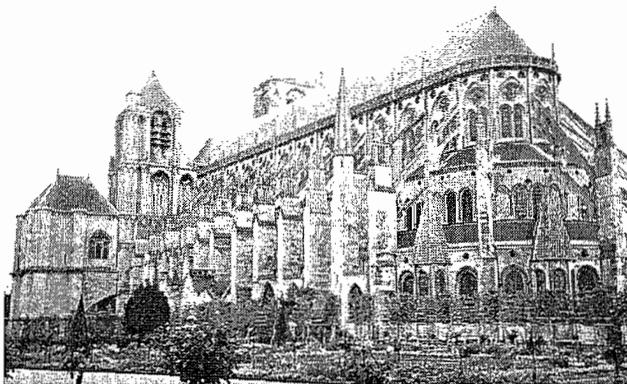
After the convention, we embarked on a five-day odyssey, organized by the FIAP Jean Monnet, to places we had never before visited. The trip, entitled "Sur la Route Jacques Cœur," intrigued us greatly as it included the central part of France, the region of Berry in the department of Cher. This is a magical, coruscating, and enticing part of France that few Americans know.

Our guide on the *Route Jacques Cœur* was, to our great surprise, a countess, Madame la Comtesse de Peyronnet, who lives in one of the magnificent châteaux of the region and whose husband is the mayor of the village Ainay-le-Vieil, where they live. Madame de Peyronnet, an *agrégée de philosophie*, was a walking encyclopedia of knowledge when it came to relating the history and culture of the region. During the five days we 48 teachers spent in her company, we were totally absorbed by her many stories and anecdotes as we traveled through the many picturesque villages of central France. Our headquarters were at Bourges, some 250 kilometers south of Paris, and we were surprised to learn that the city had been the capital of France during the 15th century at the time of the Hundred Years War between the French and English. Joan of Arc is, of course, well-known for the role she played for the French, but few people really know the story of Charles VII and his minister of finance, Jacques Coeur, who traveled the world to bring back riches to France and who owned most of the opulent châteaux of the region.

Our days were filled with visits to many of these châteaux where sumptuous lunches and dinners were included. The first one we visited was La Bussière with its large pictorial collection of fish and pottery and a magnificent vegetable garden outdoors with all sorts of herbs and spices. That day we also had an opportunity to visit Gien, known for its elaborate pottery and the nearby factory where we could buy

whatever we desired. Another château we visited, once owned by the Comtesse de Gien, Anne de Beaujeu, was a museum, *le Musée international de la Chasse*, dedicated to hunting; we were able to view different swords and guns used during the hunting season. *Après tout*, we were in a region in which hunting is a popular sport.

The following day, we visited Aubigny-sur-Nère, a quaint town, which resembled



La Cathédrale de Bourges

a Scottish one, for it was here that an alliance was signed between the French and the Scottish against the English. We had lunch at another château, La Verrerie, owned by a bachelor whose ancestors fought in World War I. At the time of our visit, there was a wedding reception, and we learned that the couple had rented rooms in the château for this special occasion.

In Bourges, we stayed at the Hôtel de Bourbon, an ancient abbey converted to a four-star hotel. With a population of nearly 100,000, the city is divided into two parts, lower and upper, and we walked through the lower or older part to get to the Cathedral, one of the most celebrated in France. The Cathedral is well-preserved and, unlike cathedrals such as Rouen and Reims which were destroyed during the war, the stained-glass windows in Bourges were removed and hidden in the crypt. The other building of great interest in the city is the palace built by Jacques Coeur himself. Everything there evidenced his many trips abroad from which he brought back spices and other commodities to Charles VII. During the 15th century, the entire city was fortified for defense against the English.

One afternoon trip took us to Nahant, a small village on the Route Jacques Cœur. We dined in a chic restaurant, La Petite Fadette, right next door to the house where the 19th-century writer George Sand lived. (*La Petite Fadette* is the title of one of her novels). We had the opportunity to visit her home and to view her dining room set up for a dinner party for the guests she might have

entertained at the time. Sand was the quintessential lady about town and was indeed gracious to all she met. The Polish composer, Chopin, lived there from 1839 to 1847 where he composed over 80% of his works. We also viewed the miniature marionette theater which was set up in the house, for Sand loved to perform her plays before having them performed in Paris.

Another memorable visit was to the school of *Le Grand Meaulnes* in the small village where Alain Fournier, the eminent French writer, lived with his parents. His father was the teacher in the school, and Alain, his only son, wrote his novel there. Unfortunately, Fournier died in 1914 during World War I, so he did not write any other books. His nephew, Alain Rivière, has collaborated on a video of Fournier's life and the story of *Le Grand Meaulnes*, which we viewed and which tells the story of the friendship of his father Jacques Rivière, and the author. What a thrill to see the school and his home which Fournier described so vividly in the book!

What would a tour of France be like without samples of *le bon vin*? We enjoyed the wonderful wine of the region of Sancerre and were given a tour of a winery by Daniel Millet and his wife. We also had a visit with an iconoclastic artist, Jean Linard, who was given a plot of land by the French government at Neuvy Deux Clochers where he has created his own "cathedral" and *atelier* to paint and to live in a most unusual—and natural—setting.

Vesdun, a small village located in the geographical center of France, was another memorable stop. Fortified during the 12th century, Vesdun remains an irresistible locale thanks to its gardens, theatrical presentations (in July and August), and the *Forêt des Mille Poètes* where the American Association of Teachers of French planted a tree.

Our visits to other châteaux of the region continued. Le château de Meillant from the 16th century belonged to the Mortemart family who has lived there through the centuries and maintained this magnificent villa. A truly memorable visit was to Ainay-le-Vieil, the château which belonged to our guide, Marie-France de Peyronnet and her husband. At the beginning of the tour, we climbed to the tower and walked along the ramparts, which reminded us of Carcassonne; however, this château was the actual living quarters of our guide who brought all 48 teachers into her home. Mme de Peyronnet showed us several of the rooms open to the public, and outside we visited her beautiful gardens. We know, of



AATF members plant a tree in *la Forêt des Mille Poètes*.

course, the gardens of Versailles, but these were just as magnificent and seemed even more real and livable. There was, for example, every color of rose imaginable in her *roseraie*. There was also the garden of *la chartreuse*, and there were many herbs and spices growing in her vegetable garden. The pièce de résistance was the evening affair, to which she invited many famous dignitaries of the region (writers, ambassadors, counts, barons, those we had previously met at other châteaux, and luminaries who wanted to meet us). She had one request for us, however. It was up to us to sit among the guests at each table and converse, *mais en français, bien sûr!*

On the way back to Paris, we had an interesting visit to DePirey International, a firm renowned throughout the world for repairing the stained glass of cathedrals, churches, synagogues, etc. It was fascinating to learn about the art of such a delicate craft, one which many of us take for granted. Our tour would not have been complete without a visit to still another *château*, this time, one from the 19th century. Menetou-Salon is the grandiose home of the Prince d'Alembert, one of the most philanthropic men in Europe. His château also houses a wonderful collection of antique cars, all used by members of the family throughout this century. Our last lunch, at Sully-sur-Loire, was a delight and a wonderful end to a most memorable tour through the central region of France and *la Route Jacques Cœur*. We were all surprised and delighted to have discovered another *perle* in our beautiful, beloved, adopted country.

As long-time French teachers, we endeavor to bring culture and history into the classroom so that our students know and appreciate *la belle et douce France*. With our newly discovered knowledge of the Berry region, we can now include France's geographical center as the starting point in a college civilization and culture course. Students could trace the *Route Jacques Cœur* and follow it to discover the châteaux

and their importance to the history of that part of France.

Jacques Cœur, himself, was a fascinating individual who merits further study by college students because of his contribution to the development of Bourges and as Charles VII's minister of finance. The study of literature would be enhanced and made more meaningful if students, who are reading the novels of Georges Sand, are able to know about Nahant, her birthplace. Moreover, these students would better appreciate *Le Grand Meaulnes* after knowing the environment where Alain Fournier grew up.

As a hands-on project in a high school French course, the students could get to know the different regions of France by preparing a tourist brochure. *La Route Jacques Cœur* lends itself to this type of assignment as the student could include the various places important to the region which relate to the life of Jacques Cœur. In the brochure could be a brief biography of Jacques Cœur with an historical timeline of when he lived and other important events. The *Syndicat d'initiative* of Bourges has packets on the region which could be used to create a colorful brochure. These brochures could be displayed during National French Week and perhaps used to prepare the students for an actual visit to the region.

Our visits to France continue to amaze us as we discover new places and meet new friends, all of which help to keep us abreast of the progress, beauty, and genius of our beloved France. This last visit to the magical Berry region has allowed us to remain enthused and to motivate our students to continue to study French and, hopefully, to experience for themselves *la Route Jacques Cœur*.

Cynthia Yoken
Plymouth North High School (MA)
Mel Yoken
University of Massachusetts-
Darmouth

MODERN LANGUAGE ASSOCIATION PUBLICATION PRIZES, 2001 ANNUAL PRIZES WITH COMPETITIONS IN 2001

**MLA Prize for Independent Scholars
Deadline: 1 May 2001**

Definition: For a scholarly book in the field of English or other modern languages and literatures.

Eligibility: Books published in 2000. At the time of publication of the book, author must not be enrolled in a program leading to an academic degree or hold a tenured, tenure-accruing, or tenure-track position in postsecondary education. Authors or publishers must request an application form from the MLA. Authors need not be members of the MLA. Copies required: Six. Return completed application with copies.

**Aldo and Jeanne Scaglione Prize for Comparative Literary Studies
Deadline: 1 May 2001**

Definition: For an outstanding scholarly work in comparative literary studies involving at least two literatures.

Eligibility: Books published in 2000; authors must be members of the MLA. Copies required: Four.

**Aldo and Jeanne Scaglione Prize for French and Francophone Studies
Deadline: 1 May 2001**

Definition: For an outstanding scholarly work in French or Francophone linguistic or literary studies.

Eligibility: Books published in 2000; authors must be members of the MLA. Copies required: Four.

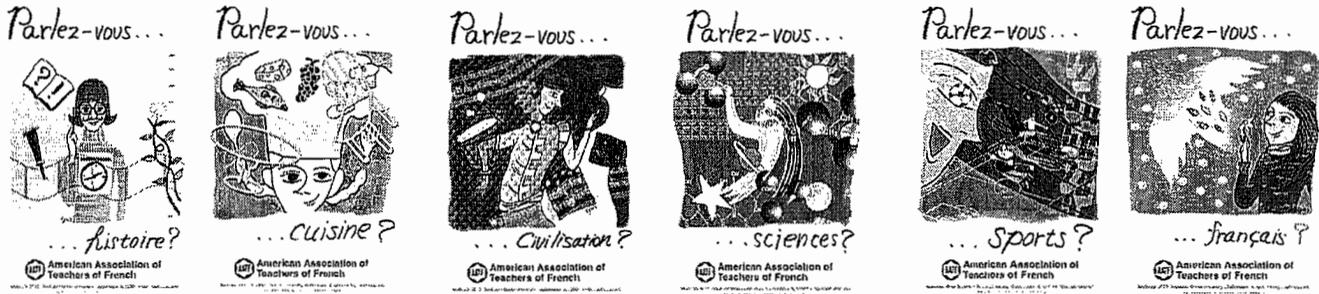
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2004!**

Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français*.

French teachers from over 120 countries coming together to celebrate the French language and all its cultures.

NEW POSTER SERIES



We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes "Parlez-vous...histoire?" "Parlez-vous...cuisine?" "Parlez-vous...civilisation?" "Parlez-vous...sciences?" "Parlez-vous...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A guide for using the posters to promote French is included. Thumbnail sketches of the six posters can be viewed on the AATF Web site at [<http://aatf.utsa.edu/>] under National Headquarters.

To order enclose a check or purchase order for \$15 and mail it to AATF Posters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

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



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

	Quantity	Total
Bumper Stickers: National French Week: November 7-13 [2 for \$1; 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 7 au 13 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [1-25 @ 65 cents each; more than 25 @ 50 cents each]	_____	_____
Balloons: National French Week: La Semaine du Français [8 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (represents a 20% savings)	_____	_____
Invitations: Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes]	_____	_____
Posters: Copies of the 2001-2002 promotional poster included in this issue are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @\$1.50 each.	_____	_____
T-shirts (purple with silver logo design)	_____	_____
T-shirts x \$10	___ L ___ XL	_____
T-shirts x \$11	___ XXL	_____

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

Total enclosed for promotional items. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Enclose payment or purchase order and mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62190-4510. Photos of all items are available on the National French Week Web site: [<http://aatf.utsa.edu/>].

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 flyer 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

Quantity (all prices cover first class postage & handling)

Cost

_____ 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 _____

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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MEMBERS' NOTES

Carolyn Crane-Fisk, teacher of French at Lake Country School, has been named the Minnesota AATF French Teacher of the Year 2000. A graduate of the University of Minnesota, Crane-Fisk has been teaching at Lake Country School for the past twenty-one years. She is described as "graceful and strong...warm and giving...a good listener and a wonderful friend." Her principal adds that she is "a consummate professional with an unflagging enthusiasm for the French language and a true gift for communicating her passion to her students."

Dr. Myrna Delson-Karan, recently elected AATF Region I Representative, has received ACTFL's Nelson Brooks Award for Excellence in the Teaching of Culture for the year 2000. The prize consists of a plaque and a check for \$500. Professor Jean-Pierre Berwald, University of Massachusetts, who presented the award, said, "Her knowledge of the history, culture, and public life of Quebec has been termed 'encyclopedic.'" Delson-Karan, who served for ten years as the Education Attache for the Government of Quebec, has returned to teaching in the Fall of 2000 at Fordham University.

Dr. Christopher Pinet, recently reelected as Editor-in Chief of the AATF *French Review*, and Professor of French at Montana

Surf the Web
Visit the AATF Web site at [<http://aatf.utsa.edu/>]

All the latest information on:

- National French Week
- Denver Convention
- French Review
- National French Contest
- Société honoraire de français
- Other AATF Services

CONVENTION INFORMATION

- ◆ Registration - see pages 29-30
- ◆ Hotel - see page 16
- ◆ Airfare - see page 15

All information is on the AATF Web site at [<http://aatf.utsa.edu/>]

or available from National Headquarters. AATF Convention, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; FAX: 618-453-5733; E-mail: akwalsh@siu.edu]

**MARK YOUR CALENDAR!
JOIN US IN ATLANTA IN 2004!**

Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français.*

SUMMER OPPORTUNITIES

The **Center for Canadian-American Studies at Western Washington University** is offering a 5-day workshop, August 5-10, "Atelier de français: Language Acquisition, Technology, and Quebec Theater." This workshop is for high school and community college teachers of French. For information, contact: Tina Storer, Center for Canadian-American Studies, Western Washington University, Bellingham, WA 98225-9110; Tel: (360) 650-7370; Fax: (360) 650-3995; E-mail: [tina.storer@wwu.edu].

The **University of Cincinnati Department of Romance Languages** offers its annual Summer Graduate Program, June 18-August 3, leading to the MA in French or

French/Spanish and to the Ph.D. Tuition scholarships are available. For more information contact immediately: Dr. James F. Hamilton, Tel: (513) 556-1832; Fax: (513) 556-2577; E-mail: [james.hamilton@uc.edu].

State University, Bozeman, has received an Award for Excellence at the Montana State University Alumni-Chamber of Commerce Awards for Excellence Banquet. Pinet was chosen by Anna Fitzgerald, a student recipient, who picked him for his guidance, mentoring, and inspiration. This was Pinet's sixth award in the nineteen years of the program.

Dr. Rebecca Valette, Professor of French at Boston College, received ACTFL's Post-Secondary Award for Leadership in Foreign Language Education. The prize consists of a plaque and a check for \$500. Valette, who is a long-time member of AATF, a former member of the AATF Executive Council and a former AATF President, has most generously contributed her award check of \$500 to the Association.

July 5-8, 2001
Denver, Colorado



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CALENDAR OF EVENTS

CENTRAL STATES CONFERENCE, April 26-28, 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].

SECOND INTERNATIONAL LANGUAGE TEACHER EDUCATION CONFERENCE, May 17-19, 2001, Minneapolis, MN. Information: The Center for Advanced Research on Language Acquisition, University of Minnesota, 619 Heller Hall, 271-19th Avenue, Minneapolis, MN 55455; Telephone: (612) 624-7514; E-mail: [lteconf@tc.umn.edu]; Web: [http://carla.acdd.umn.edu].

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].

ADFL SEMINAR EAST, June 7-9, 2001, Middlebury College, Middlebury, VT. Information: David Goldberg, ADFL; E-mail: [adfl@mla.org]; Web: [http://www.adfl.org].

ADFL SEMINAR WEST, June 21-23, 2001, University of Texas, Austin, TX. Information: David Goldberg, ADFL; E-mail: [adfl@mla.org]; Web: [http://www.adfl.org].

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/].

13th EUROPEAN SYMPOSIUM ON LANGUAGE FOR SPECIAL PURPOSES, August 20-23, 2001, Vaasa, Finland. Information: LSP 2001, Department of Scandinavian Languages, P.O. Box 700, f1-65101, Vaasa, Finland; E-mail: [lsp2001@uvasa.fi]; Web: [http://www.uvasa.fi/lsp2001].

FLORIDA FOREIGN LANGUAGE ASSOCIATION, October 11-13, 2001, Wyndham Hotel and Resort, Ft. Lauderdale, FL. Information: David Gonzalez, E-mail: [dg2081@yahoo.com].

AMERICAN TRANSLATORS ASSOCIATION 42nd ANNUAL CONFERENCE, October 31-November 3, 2001, Los Angeles, CA. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [ata@atanet.org].

WISCONSIN ASSOCIATION OF FOREIGN

LANGUAGE TEACHERS, November 1-3, 2001, Appleton, WI. Information: Eddie Lowry, Ripon College, 646 Woodside Avenue, Ripon, WI 54971; Telephone: (920) 748-3077; Fax: (920) 748-7243; E-mail: [lowry@ripon.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 STATE SUPERVISORS OF FOREIGN LANGUAGES, November 14-15, 2001, Washington, DC. Information: Virginia Ballinger, State of Ohio Department of Education, 65 S. Front Street, Room 1009, Columbus, OH 43215-4183; Telephone: (614) 466-2190; Fax: (614) 728-3058; E-mail: [pd_ballinger@ode.ohio.gov].

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, New Orleans, LA. 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].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, March 14-16, 2002, Baton Rouge, LA. Information: Lynne McClendon, 165 Lazy Laurel Chase, Roswell, GA 30076; E-mail: [lynnemcc@mindspring.com].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 21-23, 2002, Kansas City, MO. 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].

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].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, April 9-13, 2002, Salt Lake City, UT. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conv@tesol.com].

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, 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].

REMINDER: IMPORTANT DEADLINES AND DATES

Apr. 30, 2001	Deadline for applications for AATF Quebec Summer Research Seminar (see page 35)
Apr. 31, 2001	Deadline for <i>Dix mots pour jouer avec la langue française</i> Contest (see page 35)
May 1, 2001	Deadline for submissions for MLA Prizes (see pages 4, 42) Deadline for submissions for TV5 "Paroles de lecteurs" contest (see page 40) Application deadline for Fulbright Distinguished Chair Awards (see page 16)
June 5, 2001	Pre-registration deadline for AATF Convention in Denver (see pages 29-30)
June 15, 2001	Deadline for application for 2001 National French Week Grants (see page 9)
July 5-8, 2001	AATF National Convention in Denver, CO (see pages 15-16)
Aug. 1, 2001	National French Week promotional materials available (see page 36) Deadline for submissions for the September <i>National Bulletin</i> Application deadline for Fulbright lecture/research grants (see page 16)
Sept. 1, 2001	Deadline for submissions for the November <i>National Bulletin</i>
Oct. 5-6, 2001	AATF Region IV Conference (see page 37)
Oct. 16, 2001	Deadline for submissions for National French Week Essay and Poster Contests (see page 10)
Nov. 7-13, 2001	National French Week 2001(see page 14)

FÊTER LA SEMAINE DU FRANÇAIS DU 7 AU 13 NOVEMBRE 2001

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 in November 2000 issue.

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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