



LETTRE DU PRÉSIDENT



Jean-Pierre Piriou, Président

Chers Collègues et amis,

Dans mon dernier message, je vous souhaitais à tous une excellente rentrée et je formais des vœux pour que l'AATF connaisse une nouvelle année prospère. Bien que je ne doute pas un instant que ces vœux seront exaucés, comment pourrais-je cependant afficher un tel optimisme et passer sous silence la tragédie humaine que nous venons tous de vivre! Pédagogues que nous sommes, nous cherchons toujours à tirer des leçons des événements que nous vivons, mais quoi dire du 11 septembre dernier sans tomber dans des banalités dont les chaînes de télévision nous ont déjà suffisamment abreuvés? Je n'oublierai pas que quand je suis arrivé ce jour-là dans mon cours de conversation et composition avancées, j'ai trouvé des étudiants ravis au poste de télévision qui se trouve dans la classe, tous regardant en silence l'horrible catastrophe qui se déroulait à New York, à Washington et en Pennsylvanie. Deux jeunes filles qui regardaient elles aussi pleuraient en silence. J'ai tout de suite senti qu'il y a des moments où même la grammaire française

perd de sa pertinence, et j'ai annoncé que nous n'aurions pas la classe habituelle, mais que nous continuerions à regarder la télévision et nous discuterions ensemble ce qui se passait. Naturellement les termes de Musulmans intégristes et d'Islam revenaient très souvent dans la bouche des commentateurs, mais j'en ai profité pour suggérer que les vrais coupables étaient le fanatisme religieux et l'intolérance. J'ai demandé à mes étudiants de se rappeler qu'à un moment ou l'autre de l'histoire, de nombreuses exactions ont été commises au nom d'une religion ou d'une autre. La première chose à me venir à l'esprit a été la nuit de la Saint Barthélémy en France et ce que les Catholiques ont fait aux Protestants. Je n'ai pas pu m'empêcher de mentionner les Croisades et tous les excès qui ont été commis contre les Musulmans sous la bannière du Christ. Et chacun, à son tour, de citer d'autres exemples, tous issus de ce fanatisme religieux et de cette intolérance dont j'ai parlé plus haut.

Dans les jours qui ont suivi, comme il m'arrive de le faire et comme beaucoup d'entre vous le faites de temps en temps, j'en suis certain, je me suis interrogé sur ce qu'un professeur de français pouvait bien apporter à notre société en dehors du fait d'offrir une matière académique dans nos programmes d'enseignement. Autrement dit, j'en suis revenu à la fameuse question si souvent posée: «Le français, à quoi ça sert?» L'AATF, entre autres, fournit un grand nombre de réponses, toutes aussi valables les unes que les autres à cette question, mais à un moment de crise et de doute comme celui que nous vivons, on devrait insister plus sur le fait qu'en faisant connaître une autre langue et une autre culture, c'est la tolérance que nous enseignons. Mieux, on apprend à connaître l'autre et à accepter qu'il soit différent. L'histoire ne manque pas de crises qu'on aurait peut être pu éviter si les protagonistes avaient eu une meilleure compréhension de la langue et de la culture de leurs interlocuteurs et s'ils avaient admis le droit à la différence.

Courage donc! L'œuvre que nous faisons comme professeurs de français, aussi modeste soit-elle, est une contribution inestimable dont la portée nous échappe

souvent. Grâce aux contacts et aux amitiés que nous nouons partout dans le monde, nous établissons des réseaux de solidarité humaine qui nous empêchent de désespérer. J'ai trouvé très réconfortant, dans les quelques jours qui ont suivi le 11 septembre, de recevoir des courriels de partout dans le monde: France, Allemagne, Brésil, Argentine, Belgique, Québec...de collègues professeurs de français qui voulaient me témoigner leur tristesse et leur soutien.

J'espère que vous avez été à même d'organiser toutes les manifestations possibles pendant la Semaine du Français pour marquer cet événement annuel. Grâce à la diligence de notre ancienne présidente, Gladys Lipton, nous avons obtenu un message du Président Bush. J'ai également entendu parler de projets, tous plus sensationnels les uns que les autres!

Jayne Abrate et moi nous sommes rendus à Philadelphie à l'occasion du grand congrès régional de l'AATF que Diana Regan et son équipe avaient mis sur pied. Toujours avec le souci d'ouverture que l'AATF manifeste, j'ai accepté l'invitation de la présidente Jane Robert à participer au congrès national des Alliances françaises

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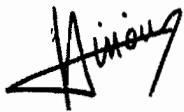
**MEMBERSHIP DRIVE**

The AATF is launching a three-year membership campaign! See the announcement on page 5 for information concerning the 3-for-1 offer for a year's free membership.

qui se tiendra à Albuquerque prochainement. Nous avons tous reçu un appel de renouvellement de cotisation. Ne tardez pas! Renvoyez votre chèque tout de suite. Mais surtout, tirez profit de l'offre d'une année gratuite à chaque fois que vous recrutez TROIS nouveaux membres. C'est non seulement avantageux, c'est essentiel. Nous avons besoin d'augmenter nos effectifs si nous voulons continuer à vous procurer tous les services que l'AATF met à votre disposition. J'espère vous voir nombreux aux différentes manifestations organisées par l'AATF ou auxquelles l'AATF participe.

Comme beaucoup d'entre vous le savez déjà, la majorité du personnel du Service culturel à New York a été renouvelée, et nous nous appliquons à nous mettre en contact avec la nouvelle équipe le plus rapidement possible afin de ne pas perdre le momentum dans notre coopération.

Enfin, pour terminer sur une note personnelle, tous ceux qui connaissaient et travaillaient avec Charles Barrière seront touchés de savoir qu'il a eu des problèmes cardiaques après son retour en France et qu'il a été obligé de retarder son entrée en fonction à l'ambassade de France à Mexico. Au nom de l'AATF je lui adresse tous nos souhaits d'un prompt rétablissement.



Jean-Pierre Piriou  
Président  
E-mail: [jppiriou@uga.edu]

## 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. Announcements for K-12 positions are sometimes posted on the *Babillard* on the AATF Web site [<http://aatf.utsa.edu>].

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

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$5 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].

## BOURSES D'ÉTÉ 2002 OFFERTES PAR LA COMMUNAUTÉ WALLONIE-BRUXELLES/ COMMUNAUTÉ FRANÇAISE DE BELGIQUE

Le Commissariat général aux Relations internationales de la Communauté française de Belgique alloue deux bourses à des membres de l'AATF en vue de participer à un stage de perfectionnement en langue française pendant l'été 2002 à l'Université de Liège, Belgique

### Description du programme:

- Dates: du 8 au 26 juillet 2002 (3 semaines)
  - Logement: en chambre individuelle
  - Cours: 45 heures de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)
- Répartition des participants par groupes de niveaux établis en fonction d'un test initial
- 3 ou 6 crédits peuvent être obtenus pour les universités américaines
- Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale
- Week-ends: Libres—maintien du logement
- Les 2 bourses de la Communauté

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

*Paying teachers and students are also welcome: first come, first served!* Le coût total approximatif pour le séjour linguistique à l'université de Liège (*tuition, lodging, excursion, meals*) est 1125 EURO.

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

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

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

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AATF NATIONAL BULLETIN

November 2001

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

# MESSAGE FROM THE EXECUTIVE DIRECTOR

Chers collègues,

C'était le matin et, comme tous les jours, je m'étais installée devant mon ordinateur. J'ai mis en marche mon navigateur et, comme tous les jours, le site Web de l'AATF s'est affiché sur mon écran. Comme tous les jours, j'ai ouvert ma boîte à lettres pour répondre aux dizaines de courriels qui m'attendaient. Comme tous les jours, le téléphone a sonné, mais ce jour-là c'était mon fils. Son appel m'a surprise, parce qu'il est en première année dans le programme d'aviation à *Southern Illinois University* et devait être à son cours de vol, en fait devait être dans l'air. Ce jour-là, il m'a annoncé qu'effectivement il s'était trouvé dans l'avion sur la piste, mais lorsqu'il avait demandé la permission de décoller, le contrôleur le lui avait interdit. Non, disait-il, l'aéroport est fermé jusqu'à nouvel ordre; il y a eu des attentats à New York et à Washington. Mon fils est entré dans l'aérogare où les élèves et le personnel regardaient bouche bée une télévision, et m'a appelé sur son portable.

Nous vivons tous de près ou de loin les événements du 11 septembre 2001. Nos pensées et prières sont avec nos membres de la région new-yorkaise qui ont vu cette tragédie de leurs propres yeux. Nous savons tous l'héroïsme des pompiers et policiers à New York, les connus et inconnus qui ont fait ce qu'ils pouvaient pour secourir les victimes et leurs familles, les Américains de partout qui donnent du sang, de l'argent, du matériel, du temps. Le spectacle de tant de solidarité et de générosité fait oublier pour un moment l'horreur.

Ce que vous ne savez peut-être pas, ce sont les nombreux messages que l'AATF a reçus de partout dans le monde de nos collègues et amis professeurs de français et de francophones anonymes qui sont tombés sur notre site Web. Tout comme notre Président Jean-Pierre Piriou, j'ai reçu des messages de condoléances et de soutien de personnes au Québec, au Canada, au Brésil, en France, en Italie, ainsi que des associations de professeurs de français en Algérie, au Brésil et en Israël. Nous remercions tous nos collègues de ces messages. En particulier, nous aimerions reconnaître et remercier nos collègues en France qui ont si bien travaillé pour aider les jeunes Américain qui s'y trouvaient au moment du drame, sans oublier nos voisins canadiens qui on accueilli, hébergé et réconforté tant de voyageurs échoués sur leur sol.

Maintenant il y a une grande tâche devant nous, non seulement de reprendre dans la mesure du possible notre vie normale mais de devenir missionnaires pour notre profession. L'étude des langues et des cultures

étrangères n'est plus un luxe que l'on peut se permettre de temps en temps, c'est une nécessité pour chaque citoyen. En regardant les commentaires et les reportages à la télévision, je m'étonnais souvent de l'ignorance des gens qui parlaient. Leurs opinions trahissaient clairement le fait qu'ils comprenaient peu les gens et les cultures qu'ils examinaient et que leurs connaissances ne venaient nullement d'expériences profondes dans la culture et la langue des habitants. Encore pire, j'étais sûre que la grande majorité des téléspectateurs accepteraient ces jugements parce qu'eux non plus ne connaissaient d'autre langue. Ceux qui étudient le français et les cultures française et francophones ont des aperçus et des connaissances des pays francophones—américains et européens, africains et arabes, chrétiens et musulmans, occidentaux et orientaux—que n'aurait jamais quelqu'un qui les regarde de l'extérieur par l'unique biais de l'anglais.

Nos contacts avec d'autres associations de professeurs de français nous ont appris que l'utilisation du français, langue neutre en quelque sorte, peut faciliter les échanges et la communication entre Américains et gens d'autres pays et cultures.

Profitez de cette occasion pour promouvoir l'étude du français, non seulement pour les possibilités professionnelles et personnelles qu'elle pourrait apporter, mais pour les besoins de la sécurité nationale et de la paix mondiale. Les États-Unis ont besoin de citoyens qui connaissent le reste du monde et qui comprennent et apprécient ses différentes cultures.

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

**F**eed the imagination as well as the palates of those you are trying to reach.  
**R**emind the public of all the wonderful and useful reasons to learn French.  
**E**ntertain with student or guest performances or films.  
**N**etwork with other French teachers, French speakers and Francophiles in the community, and the local media.  
**C**elebrate the French-speaking heritage both within the U.S. and around the world.  
**H**ighlight for others what your students are doing in the classroom to make learning French enjoyable and meaningful.

## ANNOUNCING THE WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2002-2003.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [http://aatf.utsa.edu/]. The application deadline is **March 15, 2002**.

### CHECK THE WEB FOR UPDATES

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



## LES CHAISES MUSICALES

Here is a noncompetitive game to reinforce those daily warm-up questions that we assume our students have absorbed, when sometimes (to our horror) we discover that these familiar interactions have atrophied. A new approach is a healthy vitamin attack to keep them alive. Make a list of 10 or 20 questions that you use in class frequently: *Comment t'appelles-tu? Quel âge as-tu? Quelle est la date de ton anniversaire? De quelle couleur est le drapeau français? Comment s'appelle ton professeur de français? Où habites-tu? Quel jour sommes-nous aujourd'hui? Quel temps il-il? Combien de filles y a-t-il dans la classe? Est-ce que tu préfères le brocoli ou le chocolat? Parles-tu français?*

**FOR YOUNG STUDENTS:** Assign each of the questions a number on your master list. Write the numbers on a post-it or index card to stick on the back of chairs you have placed in a circle. Set up a circle of chairs, having one fewer than the number of students. Play music (like the traditional children's game) or recite a poem or have the class sing a song as students circulate around the circle of chairs. When the music stops, students race to a chair. Those seated must answer the question corresponding to the number on the back the chair. Extra students can stand inside the circle of chairs and call out the numbers so the teacher can pose the appropriate question. Repeat several times, each time removing one chair. There does not have to be a different question for each chair; repeating smaller number of questions works just as well. Please note that teachers should feel free to change the rules of the game as it suits their situations.

**FOR OLDER STUDENTS:** Set up the classroom with the circle of chairs in the same fashion, but instead of numbers, write out the question to stick to the back of the chairs. Have a group of students inside the circle to read the questions to the ones on the outside. If they are "too grown-up" to follow the Musical Chairs format, they can simply proceed around the circle chair by chair, or the teacher can announce how many chairs to move down each time. The questions should be so familiar that the students on the inside are not really reading but rather are using the questions as cues to remind them of the question. This has been successful from first grade into high school. Add your own rules!

Elizabeth Miller  
Crystal Springs Uplands School  
(CA)

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#### Instructions to Publishers

- Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
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- Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
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- Item 17 must be signed:  
*Failure to file or publish a statement of ownership may lead to suspension of Periodicals authorization*

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## AATF MEMBERSHIP DRIVE 2002

The AATF is sponsoring a membership recruitment campaign. Membership in your professional association is the business of each member. Just as we seek to promote the study of French among our students and our administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

### How It Works

We are offering a special 3-for-1 incentive to current members to recruit new members. This year, there was a cream-colored flyer entitled "What Can the AATF Do For You?" enclosed with your dues renewal invoice. We ask each AATF member to use this flyer to convince another French teacher to join. If the current member can get three new members to join, his or her 2002 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's pre-printed renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2002, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [<http://aatf.utsa.edu/>], or we will send membership forms to anyone who requests them.

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

### Why the AATF?

We are the only national professional association devoted exclusively to the concerns of French teachers at all levels. The AATF is continually working to promote new French programs, help members save threatened programs, strengthen the teaching of French at all levels, and collaborate with other professional and governmental organizations to ensure the presence of

French in our schools and universities. General language associations must give equal weight to all languages; that is their mission. Only the AATF speaks for French.

### What the AATF Can Do For You

There is not enough room to enumerate the projects in which our 76 local chapters are involved, but nationally, we

- ◆ organize a convention devoted solely to French,
- ◆ present sessions at other conferences,
- ◆ distribute 10 publications per year,
- ◆ sponsor 10 Commissions,
- ◆ create promotional and pedagogical materials to help teachers in their efforts to improve teaching and recruit students,
- ◆ offer scholarships to several Francophone countries and \$5000-\$10,000 in small grants each year,
- ◆ run the *Grand Concours* which in 2001 enrolled over 92,000 K-12 students,
- ◆ operate a Placement Bureau, a Pen Pal Bureau, the Materials Center, and the *Société honoraire de français*,
- ◆ maintain an award-winning Web site with extensive information on the promotion of French and the use of technology.

Most of these services are open exclusively to members or at a reduced cost.



### Local Recruitment Works

- ◆ Invite a non-member colleague to your activities; share how the AATF supports your efforts;
- ◆ Invite a non-member colleague to accompany you to a chapter function as your guest;
- ◆ Share a copy of the most recent AATF *National Bulletin* or *French Review* with a colleague;
- ◆ Share copies of the AATF promotional flyers, *Parlez-vous...* posters, and other materials with a non-member colleague;
- ◆ Attend functions organized by the AATF at state, regional, and local meetings, and bring a non-member colleague;
- ◆ Show a non-member colleague the AATF Web site and the many helpful things that can be found there.

All our activities are self-supporting or supported by members' dues payments. The more members we have, the more services we can provide. Although accurate figures are hard to come by, we estimate that there are at least 30,000 people in the U.S. who are involved in teaching French. Let's each work to ensure that as many of them as possible become AATF members.

## REGIONAL REPORTS

### REGION III: NEW YORK STATE

For the report from this region, please see the Chapter News for Central New York, *Pays du Nord*, Hudson Valley, and Western New York, all submitted by

Georgette Schmidt  
Region III Representative

### REGION IV: MID-ATLANTIC

The major focuses of the chapters in Region IV during this past year were *la Semaine du Français* and *le Grand Concours*. Both were a great success! We marked our fourth consecutive year as number one in enrollment for *le Grand Concours*. We are also proud to announce that one of our Contest Administrators, Sylvie Rockmore from Pittsburgh, received the 2001 Contest Administrator of the Year Award. We are all very proud of her. *Chapeau, Sylvie!* *La Semaine du Français* has taken a permanent position in the roster of chapter activities, in the teachers' classrooms, and on their lesson plans. More and more of our teachers are reporting that students, parents, and administrators are beginning to look forward to *Semaine du Français* activities and asking for information. We feel strongly that *la Semaine du Français* has raised the visibility of French studies in the local communities and that the interesting and carefully planned activities are helping to increase the enrollment in many of the schools.

The AATF Region IV hosted the *Congrès régional* October 5-6, 2001 at the Sofitel Hotel in Philadelphia. *Le Sénateur* Andre Maman was the Keynote Speaker and Marie-Christine Koop, AATF Vice-President, was the Plenary Session speaker. There were many interesting activities planned and a wide selection of presentations.

See also the Chapter News for Delaware, New Jersey, Lehigh Valley/Central Pennsylvania, Northeastern Pennsylvania, Philadelphia, Pittsburgh, Susquehanna Valley, Northern Virginia, and Virginia, all submitted by

Diana M. Regan  
Region IV Representative

### Promotional Materials

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

Check out the

- AATF Materials Center (p. 34)
- Poster series (p. 10)
- Promotional Flyers (p.16)
- Other Promotional Items (p. 14)

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**MARK YOUR  
CALENDAR!  
JOIN US IN**

**ATLANTA IN  
2004!**

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

**French teachers from  
over 120 countries com-  
ing together to celebrate  
the French language and  
all its cultures.**



2002 Joint Conference  
SCOLT/ LFLTA

*Southern Conference On Language Teaching and  
Louisiana Foreign Language Teachers' Association*

Theme: Cyberspace and Foreign Languages: Making the Connection  
Hotel: Radisson Hotel and Conference Center

Thursday: Pre-conference Workshops • Special Sessions / Tours • Exhibitors' Sneak Preview  
Friday: Keynote Speaker • General Sessions • SCOLT Awards Luncheon • Exhibits  
Saturday: General Sessions • LFLTA Luncheon • Exhibits • Sightseeing

Early Registration: \$50.00 • Late and On-Site Registration: \$65.00

☛ Registration Materials available in October 2001

Contact: Lynne McClendon, SCOLT Executive Director  
165 Lazy Laurel Chase / Roswell, GA 30075  
T 770-992-1256 / F. 770-992-3464  
[lynnemcc@mindspring.com](mailto:lynnemcc@mindspring.com)



Where: Baton Rouge, LA  
When: March 14-16, 2002

# AATF DOROTHY LUDWIG EXCELLENCE IN TEACHING AWARDS PRESENTED IN DENVER

## Elementary Level

Karen Campbell Kuebler (MD)



When Karen took her first ballet class at the age of three, she never contemplated that several decades later she would be teaching dance and kindergarten in French. These areas have melded together in so many exciting ways.

Her research thus far has included the connection of language learning to music and movement, the importance of brain development to early language acquisition, and the influence of dance in Paris in the early 20<sup>th</sup> century. Her most memorable presentation was in Thann, France in 1999. She shared her teaching methods with teachers of the region and with the local chapter of the Rotary Club. Even the Rotary gentlemen were jumping like frogs and flying like butterflies.

Work in these areas has included curriculum development and implementation. Karen taught French at the middle school level for two years, and for the past eight years she has been the kindergarten teacher and team leader of the French Immersion Program at Wellwood International School (MD).

Teaching the program at Wellwood prompted her to develop a cassette and guidebook of original songs and dances in French for children. She is currently working on the production of a second cassette with a dozen new songs and dances.

In the dance world, Karen served as Assistant to the Director of the Children's Dance Division at Towson University for six years and, in 1997, opened her own dance studio which focuses on dance instruction in French. Her students have performed at the Convention Center for the National Museum Convention, the National Aquarium, and various dance festivals in the area.

In the past fifteen years, she has designed after-school French programs, summer camps in both French and dance, and presented at several conferences per year locally, regionally, nationally, and internationally.

## Middle School Level

Jacqueline Friedman (NY)



Jacqueline received a Master in Education and Languages degree from the University of Tunis, Tunisia. She has taught at several schools in New York and has been at the Horace Mann School in Riverdale, NY since 1979. Jacqueline is a Past-President of the AATF Metropolitan Chapter and is currently a member of the Chapter's board. She is also a member of NYSAFLT, ACTFL, and the Association of Teachers of Independent Schools (ATIS).

She has given workshops on the countries of the Magreb, on *Francophonie*, and on Impressionism regionally, nationally, and internationally. For the last 12 years, Jacqueline has organized the annual Gala held by the Metropolitan Chapter with such noted speakers as French Senator André Maman, Paul Leclerc, President of the New York Public Library, Ambassador Slaheddine Abdellah of Tunisia, and Ridha Bouabid, Ambassador of *la Francophonie* to the United Nations.

She has presented at numerous professional conferences and is a *Chevalier dans l'Ordre des Palmes académiques*.

## Secondary Level

Davara Potel (OH)

Teacher of French at Solon High School (OH), Davara is the recipient of the AATF Dorothy S. Ludwig Excellence in Teaching Award at the secondary-school level. A graduate of Agnes Scott College, with a Master's Degree in French from Kent State University, Mrs. Potel has been teaching at Solon High School for 14 years. She chairs Solon High School's foreign language department, has served as mentor-at-large for new teachers, and has initiated professional development programs for the school's faculty. She has also served as a reader, table leader, and consultant for the Advanced Placement French Exam for the College Board and has carried out test development work for the SAT II, *Grand Conours*, and *Test de français international*.



A Solon resident who worked in France as a corporate language trainer for 12 years, Mrs. Potel started conducting professional workshops around the country in 1995. She has shared innovative classroom practices at ACTFL, Central States, AATF, and OFLA conventions; she has distributed countless volumes of materials with detailed lesson plans, activities, and references.

One of the main programs Mrs. Potel has brought to teachers is a collaborative class she initiated at Solon High School in 1994. Working with a colleague's home-economics students and all of her French students, the program entails five one-week interdisciplinary, multi-cultural units on French-speaking areas around the world (She is pictured next to a *tiki* in Tahiti, one of the areas studied). She has also carried out interdisciplinary projects in art and physical education. The U.S. Department of Education has recognized her work in interdisciplinary approaches to teaching about the world.

Mrs. Potel is a firm believer in the integral nature of teaching and learning and the importance of sharing. She is described as "a woman committed to the education of all of her students." A colleague adds that hers is a continuing and untiring quest for improvement and that her classrooms are a constant example of creativity, innovation, and excitement.

## Post-Secondary Level

Marie-Simone Pavlovich (IL)

Marie-Simone Pavlovich was born and raised in Geneva, Switzerland and came to this country in 1968. She received her Ph.D. in French literature at Northwestern University (1978), her M.A. in Romance Languages at Northwestern University (1972), an M.A. in Education at the University of Geneva, Switzerland (1966), and her B.A. in Psychology at the University of Geneva in (1964).



She has been teaching at Northwestern University since 1982 where she has been involved as Coordinator for the advanced language classes, Instructor of advanced grammar, composition, conversation, phonetics, business, and culture classes, instructor of Freshman Seminars (Swiss literature, the psychological aspect of the meal in the French novel), and the Director of the *Grande Dictée de la Francophonie*.

The *Grande Dictée de la Francophonie* is a competition that started in 1998. At the AATF meetings in Chicago, she is known as "Madame Dictée," some call her even "Madame Dictature" because one has to abide by the rules! It can be defined as a typical French language written spelling contest along the lines of the celebrated Pivot French *dictée*-contest. This project groups the different schools, universities, colleges, and various regional French and Francophone societies in the Chicago area, such as the AATF, the *Alliances françaises*. Northwestern University and the AATF have been administering this contest which usually takes place on the last Saturday in February.

For the third year, the Department of French and Italian has rewarded the best students of Northwestern University by paying for their trip to Quebec in order to take part in the International *Dictée* Contest that takes place in April. This competition regroups about 100 candidates from all over the world; while there, they are the guests of the Quebec government.

Marie-Simone was President of the *Alliance française d'Evanston* for 10 years (1990-1999).

As for her involvement with the AATF, she has been on the faculty for the Summer Immersion Institute for French Teachers since it was started in 1999. It is a very successful program that takes place alternately at Dominican University and the University of Chicago. She was enrolled as a Member of the Executive Council of the Chicago Chapter in 2000 and has been involved as

- Organizer of "Career Day" (February 2001): This year there were more than 350 students from 32 schools (Chicago and Illinois);
- Director of the *Grande Dictée*;
- Workshop presenter (Paris, July 2000);
- Lecturer (St. Louis, MO, Springfield, IL, 1999).

She has received the following honors: the AATF Dorothy Ludwig Excellence in Teaching Award, Post-Secondary Level (2001); the AATF Excellence in Teaching Award (University level), Chicago Chapter (1999); and *Chevalier dans l'Ordre des Palmes académiques* (1998).

Her areas of expertise are program development, organization of special events, gastro-literature, problems of French grammar and language, and her main focus this year is to publish a manual on a practical approach to phonetics.

## LE FRANÇAIS DANS LE MONDE

*Le français dans le monde* est le journal des professeurs qui enseignent le français à des étrangers. Les textes qui le composent viennent de deux sources, l'une provenant du monde entier et élaborée dans des classes où l'on enseigne le français, l'autre située en France et dans la Francophonie, alimentée par des chroniqueurs réguliers. Cette double respiration traduit bien la spécificité de la revue. D'une part, elle cherche à apporter, à ceux qui sont éloignés, l'actualité culturelle, sociale, documentaire, des pays où se parle la langue cible. D'autre part, elle constitue, renforcée par son site internet [<http://www.fdlm.org>], un formidable carrefour d'expériences qui permet à chacun de bénéficier des réflexions et des trouvailles de ses collègues du monde entier.

### L'actualité dans la classe

Afin de ne pas enseigner le français comme une langue morte, le professeur a besoin de compléter son information et celle de ses élèves par des documents d'actualité. Aucun manuel ne peut les lui fournir en temps réel. Un bimestriel le peut.

Comment, lorsqu'on est loin, être tenu au courant des œuvres qui s'élaborent jour après jour, des débats qui préoccupent nos sociétés, sans l'apport régulier d'une information choisie? Cette information, vos élèves en ont besoin pour s'intéresser au français tel qu'il se vit, car notre conviction profonde est que l'on n'apprend pas une langue pour sa seule beauté, mais pour connaître directement la culture dont elle est porteuse. Aussi, nombre d'articles figurant dans la revue, en particulier ceux

qui sont regroupés dans la partie «Culture et société», nous paraissent constituer d'excellents textes d'appui pour l'enseignement d'un français en mouvement. Pour faciliter l'utilisation de ces textes en classe, nous avons regroupé dans une fiche pédagogique des conseils pour utiliser en classe ces chroniques, avec des suggestions d'activités adaptées aux niveaux.

### Un carrefour d'expériences

*Le français dans le monde* fait découvrir la réalité de l'enseignement du français à ceux dont le français n'est pas la langue maternelle. Réalité militante dans la partie "Univers du français," réalité didactique dans la partie "Formation," réalité pédagogique dans les nombreuses "Fiches pratiques."

Le site [<http://www.fdlm.org>], indisso-ciable de la revue, est là, lui aussi, pour vous permettre de communiquer entre vous. Un lien étroit unit le site et la revue sur papier. En effet, nous vous posons régulièrement sur le site des questions pédagogiques en accord avec les sujets que nous pensons traiter dans les prochains numéros. Nous publions aussi quelques unes de vos réponses dans nos colonnes. Cette revue est la vôtre, elle existe pour que vous vous y exprimiez, pour que vous y échangiez des expériences, pour que votre motivation et celle de vos élèves soient sans cesse renouvelées.

Une large partie des articles publiés proviennent de collègues du monde entier. Envoyez-nous des articles, *Le Français dans le monde* dépend largement de vous, pour son contenu et sa diffusion. Nous publions ce que vous nous faites savoir de vos réflexions, de vos contraintes, de vos pratiques, de vos réussites.

Envoyez-nous vos contributions, faites connaître la revue autour de vous. Vous ferez de cette manière avancer la cause des professeurs de français. La rédaction du *Français dans le monde*, 27, rue de la Glacière, 75013 Paris, France; Tél.: 01 45 87 43 26; Fax: 01 45 87 43 18; Mél: [[fdlm@vuef.fr](mailto:fdlm@vuef.fr)].

Note: AATF members can subscribe to *Le Français dans le monde* at a reduced rate. Check your dues renewal invoice or the AATF Web site at [<http://aatf.utsa.edu>] for more information.

**BOSTON**  
75<sup>ème</sup> congrès annuel  
de l'AATF  
du 11-14 juillet 2002

## INTERNATIONAL EDUCATION WEEK STATEMENT BY U.S. SECRETARY OF STATE COLIN L. POWELL

During International Education Week, November 12-16, the Department of State recognizes the role that international education and exchange play in strengthening our nation and our relations with other countries.

Among the State Department's best-known activities is the Fulbright scholarship program, which since its inception, has given nearly a quarter of a million Americans and foreign citizens the opportunity to study and teach abroad. We are proud that the high quality of American colleges and universities attracts students and scholars from around the world. These American colleges

and universities enrich our communities with their academic abilities and cultural diversity, and they return home with an increased understanding and often a lasting affection for the U.S. I can think of no more valuable asset to our country than the friendship of future world leaders who have been educated here.

At the same time, it is important for American students to learn other languages, experience foreign cultures, and develop a broad understanding of global issues. I am pleased that our new Gilman International Scholarship program will open study abroad

opportunities to students with financial need, thus increasing both the number and diversity of participants in international exchanges.

International education prepares our citizens to live, work, and compete in the global economy, and promotes tolerance and the reduction of conflict. In November 2001 U.S. embassies around the world will carry out activities in support of International Education Week. I encourage schools, businesses, and communities to join with us in commemorating International Education Week.

### FOREIGN LANGUAGES OFFERED AND AGE OF INTRODUCTION

Country	First Foreign	Starting Age	Compulsory*	Widely Available	Additional Foreign Languages
Australia	French	6		X	German, Greek, Italian, Japanese
Austria	English	6	X		French, Italian
Brazil	English	11 or 12	X		Spanish, French, German
Canada	French	10	X		German, Spanish, Italian, Japanese, Mandarin, Chinese, Punjabi
Chile	English	>12	?		French, German, Italian
Czech Republic	English and German	9	2X		French, Russian, Spanish
Denmark	English		10	2X	German, French, Spanish
Finland	English or other	9	2X		Swedish, Finnish, German, French, Russian, Spanish, Italian
Germany	English or other	8	2X		French, Spanish, Russian, Italian, Turkish
Israel	English	10	X		German, French
Italy	English	8	X		French, German, Spanish, Russian
Kazakhstan	English	10	X		German, French
Luxembourg	German and French	6 and 7	2X		English, Italian, Spanish
Morocco	French	9	X		English, Spanish, German
Netherlands	English	10 or 11	2X		German, French
New Zealand	French	>12		X	Japanese, Maori, German, Spanish
Peru	English	>12	?		French, German
Spain	English	8	X		French, German, Italian, Portuguese
Thailand	English	6		X	French, German, Chinese, Japanese, Arabic
United States	Spanish	14		X	French, German, Japanese

\*2X means that two languages are compulsory.

Reprinted with permission by the ERIC/CLL from "What the U.S. Can Learn from Other Countries"  
The full report is available at [<http://www.cal.org/ericcll/countries.html>].

## UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future during the 2001 membership year. Created in 1992 in order to support specific projects of immediate importance, the Fund accepts contributions of all amounts. The following individuals contributed during the period September 15, 2000 to July 31, 2001.

**SPONSOR (\$500-\$999):** Rebecca Valette (MA), Mei and Cynthia Yoken (MA).

**PATRONS (\$100-\$499):** Janice Abbott (VA), Jayne E. Abrate (IL), Lee Bradley (GA), Doris Brody (PA), Helen Cummings (MA), Gladys Lipton (MD), Mary Jo Netherton (KY), Christopher Pinet (MT), Jane Robert (MO).

**SUSTAINING MEMBERS (\$50-\$99):** Pierre Capretz (CT), Françoise Craipain-Balabanian (CA), Jacqueline Elliott (TN), Michel Girardin (France), Marie-Laure Hollander (NJ), Elizabeth Jones (NY), Charlotte Kelsey (IL), Helen Lorenz (TX), Jean Gedeo Nicholas (MI), Michele Shockey (CA), Anne Slack (NY).

There have been no new contributions at the **BENEFACTOR (\$1000 or more)** level.

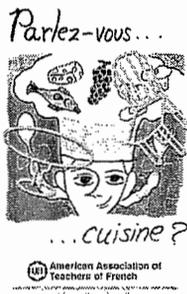
We have also welcomed a number of smaller contributions between \$10 and \$49

from the following individuals: Bernard Aresu (TX), Kristine Aurbakken (NJ), Johnnie Bell (GA), Konrad Bieber (PA), Richard Biermann (CA), Lucien Boisvert (CT), Anne Bonemery (MA), Frederick Carlo (MA), Carleton W. Carroll (OR), Jean Charron (KY), Pauline Coll (VA), Jenann R. Connolly (MI), Vivienne Cote (RI), Mary Jane Cowles (OH), Joanna Crane (AL), Myrna Delson-Karan (NY), Jacqueline Donnelly (MI), Lauren Doyle-McCombs (FL), Lorena D. Dutelle (CT), Isabel Emory (IL), Tamyko Franklin (CA), Pierrette M. Frickey (GA), George Gauthier (OH), Irene R. Geller (WI), Marie-Rose Gerdisch (IL), Janice Gerton (NY), Claire A. Gilbert (CA), Marilyn Gilboy (MA), Jane Black Goepper (OH), Michelle Gragg (IL), Stirling Haig (NC), Renee Hamilton-Clark (Qatar), Ralph Hester (CA), Patricia J. Hunt (WA), Virginia Hydo (GA), Lawrence Jones (Ivory Coast), Esta Kallen (IL), Isabelle Kaplan (VT), Susan Kaplan (NY), Gisele Kapuscinski (CA), Eileen G. Khouw (NH), Robert Lafayette (LA), Micheline Le Gall (CA), Carleen Leggett (MD), Eveline Leisner (CA), Pamela J. Lezotte (NE), Deborah Losse (AZ), Janine Lytle (ID), Margaret Marshall (LA), Joseph Marthan (NJ),

Florence Masters (CA), Mary Jean McHugh (IL), Karen Motz (MI), Marie Christine Murphy (OH), James Patty (TN), Mary Perramond (VA), Katrine Pflanze (PA), John A. Rassias (VT), Harold Rogers (Japan), Anne C. Rusmissell (VA), Harriet Saxon (NJ), MaryAnn Stagen (NJ), Ann Sunderland (MO), Rebecca Thomas (VA), Sara Trelaun (CA), Madeleine Turan (NY), Lilliane Vassberg (TX), Rosalie Vermette (IN), Stephen Walton (OR), Nevart Wanger (NY), Maureen Wesolowski (CA), Elizabeth Williamson (IN), Virginia G. Tice Witmer (IL), Ann Wolff (MN), Mary Lou Wolsey (MN), Linda Yaniro (NJ), Pierre Yperman (WY), Mark Zahn (WI), Anthony Edward Zane (NY).

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollar counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2002.

## NEW POSTER SERIES



We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes "Parlez-vous...histoire?" "Parlez-vous...cuisine?" "Parlez-vous...civilisation?" "Parlez-vous...sciences?" "Parlez-vous...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A 123-page guide for using the posters to promote French is included. Thumbnail sketches of the six posters can be viewed on the AATF Web site at [<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 \_\_\_\_\_

## AATF SMALL GRANTS

At the Denver Convention, the Executive Council again renewed the AATF Small Grants program for 2002 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. We require 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2002**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by the Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

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

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new applicants and to previously unfunded projects having a wide impact. Projects for National French Week 2002 are particularly encouraged.

## SMALL GRANT AND NATIONAL FRENCH WEEK GRANT RECIPIENTS FOR 2001

The following AATF Grants totaling \$11,200 were awarded in 2001. These include winners of regular AATF Small Grants as well as National French Week grant recipients (NFW Grants are indicated with an asterisk).

- Arizona AATF Chapter received \$400 to help produce and disseminate their chapter newsletter.
- \*Arizona AATF Chapter received \$500 to organize a variety of National French Week activities in Phoenix.
- \*Arkansas AATF Chapter received \$500 to organize a number of National French Week activities at an area mall.
- \*Connecticut AATF Chapter received \$500 for two National French Week events, a Francophone culture activity and a musical performance.
- \*Downstate Illinois AATF Chapter received \$500 to organize "Les Voix de la Francophonie" during National French Week.
- Metropolitan New York AATF Chapter received \$500 for their annual Gala.
- \*Metropolitan New York AATF Chapter received \$500 to organize National French Week activities.
- \*New Jersey AATF Chapter received \$500 for National French Week activities.
- Pittsburgh, PA AATF Chapter received \$350 for a Francophone Film Festival.
- \*Suffolk, New York AATF Chapter received \$500 to sponsor Francophone film showings and a musical event.
- Virginia AATF Chapter received \$500 for an immersion program for teachers tied to the Virginia Commonwealth French Film Festival.
- Washington/British Columbia/Alaska/Alberta AATF Chapter received \$500 for a "Traditional Music and Dances of France Workshop."
- \*Westchester, New York AATF Chapter received \$500 to support a National French program specifically for middle-school students.
- \*Jennifer Bonn (Georgia) received \$500 to organize a National French Week café night.
- \*Carine Bourget and Nancy Smith (Arizona) received \$500 to sponsor *Francofolies* in Tucson.
- Samantha Godden-Chmielowicz

(Chicago/Northern Illinois) received \$250 for a Francophone Music Festival at Harper High School.

- Marie-Magdeleine Chirol (Southern California) received \$500 for a National French Week Theatre Festival.
- Amy Cleveringa (Arizona) received \$500 for a project in which high school students will offer French as an after-school enrichment activity through the parks and recreation department.
- \*Melissa Dameron (Alabama) received \$500 to organize student performances during National French Week.
- \*Margherita D'Anna (Metropolitan New York Chapter) received \$500 to organize National French Week activities.
- Marie-José Fassiotto (Hawaii) received \$250 for a French Day for high school students held at the University of Hawaii at Manoa.
- Marian Hagedorn (Kentucky) received \$400 to help sponsor activities during an exchange visit by French students.
- Janet Gonter (Pittsburgh) received \$250 for National French Week Activities.
- \*Geraldine O'Neill (Westchester, NY) received \$500 to sponsor a theatre performance during National French Week at Pace University.
- Sylvia Simard-Newman (North Carolina) received \$500 to help purchase materials to use during National French Week activities.
- \*Alex Wax (Chicago/Northern Illinois) received \$500 for National French Week activities.

### QUEBEC KIT

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

# AATFDOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2003. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2002, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Boston.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be submitted by the deadline of **March 15, 2002**.

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

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients (see pages 7-8 where the 2001 recipients are recognized).

## TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 15, 2002**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 15, 2002. The recipients will be notified by April 30 so that they can make arrangements to be present at the awards program.

## QUALIFICATIONS

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

which they are candidates.

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

## EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have lead to
  - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
  - b. increased enrollment or expansion of curricular offerings,
  - c. previous teaching awards,
  - d. student participation in extracurricular French activities and exchange programs, or
  - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
  - a. participation in foreign language conferences and workshops
  - b. pursuit of advanced degrees and education
  - c. grant-supported research, projects, workshops, or travel
  - d. leadership and service in professional organizations
  - e. research or presentations at conferences or publications in professional media.
  - f. sponsorship of extracurricular activities or student exchange programs.

## NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not

exceed these two pages. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available on the AATF Web site [<http://aatf.utsa.edu/>], from Chapter Presidents, and upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and three copies, organized into four complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the four packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **March 15, 2002**.

## What's New in the French Review?

Vol. 75, No. 2 (December 2001)

- "La France et la politique sociale de l'Union Européenne;"
- "Teaching Articles: How Students Can Master the French Determiner System;"
- "Le rôle et l'importance du cinéma dans les œuvres d'Albert Camus;"
- "Links and the Teaching of Contemporary Issues in the Francophone World,"

as well as other articles of interest, useful reviews, and, of course, "La Vie des mots."

# AATF NATIONAL FLES\* COMMISSION 2002 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2001-2002 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is: **LA JOIE DE VIVRE: LE FRANÇAIS. Joy in Living: French.** This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

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

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

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

but Chapter Presidents are asked to send the posters postmarked by **April 1, 2002** to Dee Dee Louman, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129. Please mail the posters first class and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2001-2002 National FLES\* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 33 to order.

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

Please type or print all requested information:

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Student's Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Sponsoring Teacher: \_\_\_\_\_

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

City/State/Zip \_\_\_\_\_ Teacher's Home Telephone: \_\_\_\_\_

**SIGNATURES (All are required)**

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

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring Teacher \_\_\_\_\_ Date \_\_\_\_\_

AATF Chapter President \_\_\_\_\_ Date \_\_\_\_\_

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:  
Dee Dee Louman, West Stanly High School, 16686 NC Hwy 24-27, Oakboro, NC 28129

# PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

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

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

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

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

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

**Promotional Video: *Allons en France***

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

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

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

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

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

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 11/1/01



**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 \_\_\_\_\_

\_\_\_\_\_

## CALL FOR PRESENTATIONS 2002

75<sup>th</sup> Annual Meeting — American Association of Teachers of French

July 11-14, 2002, Boston, Massachusetts

“Le Français change mais ne vieillit pas”

- This completed application must be postmarked by **December 15, 2001**.
- You will be notified by mid-February 2002 if your proposal has been accepted.
- Presentations are to be given as lectures or talks, not simply read aloud. Audience interaction is strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs. Fill out the form completely.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate MULTIPLE PROPOSAL on each form. Preference will be given to proposals submitted by AATF members. Presenters must be AATF members to participate in the convention.
- Send *five* copies (Do not fax or e-mail) to **Dr. Jean-Pierre Piriou, Dept. of Romance Languages, University of Georgia, Athens, GA 30606**. Inquiries only: FAX: 706-542-3287; E-Mail: [jppiriou@uga.edu]

PLEASE TYPE ALL INFORMATION.

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

Co-Presenter(s): \_\_\_\_\_

School Affiliation (to appear in program): \_\_\_\_\_

Addresses (indicate preferred mailing address):

\_\_\_\_ Work: \_\_\_\_\_

\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_ E-mail: \_\_\_\_\_

\_\_\_\_ Home: \_\_\_\_\_

\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_ E-mail: \_\_\_\_\_

Type of Presentation: \_\_\_\_ 3-hr. Workshop \_\_\_\_ Round table discussion \_\_\_\_ Presentation

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

Title of Presentation: \_\_\_\_\_

Anticipated Audience:

\_\_\_\_ FLES\* \_\_\_\_ Middle School \_\_\_\_ High School \_\_\_\_ University \_\_\_\_ All

Length of Presentation: \_\_\_\_ 30 min. \_\_\_\_ 60 min. \_\_\_\_ 75 min. \_\_\_\_ 3 hrs.

Audio-visual needs: \_\_\_\_ Overhead projector \_\_\_\_ Slide projector \_\_\_\_ Audio cassette player

\_\_\_\_ VCR/Monitor\* \_\_\_\_ Computer\* \_\_\_\_ Other (Please specify.) \_\_\_\_\_

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

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

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

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

**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.

**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.



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

Purchase orders accepted.

\*Prices as of 11/1/01

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

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

**Name** \_\_\_\_\_ **Telephone (day)** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

# CLASSROOM ACTIVITY

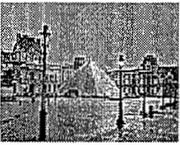
## PARIS: A VIRTUAL TOUR

**Note to the teacher:** The primary objective of the lesson is for students to be able to use the métro to find their way around Paris. Additionally, they will become familiar with the geography of Paris, several monuments and museums, and some French vocabulary. The lesson is appropriate for French I and II students at the high school level. Access to the Internet is needed to complete the lesson. The lesson is designed for students to work independently. If so desired, the teacher may assign the extension found at the end of the lesson.

Today, we will be taking a virtual tour of Paris. Type [http://www.paris.org] in the location box at the top of the screen. That will take you to a page that has "Paris" written in blue, white, and red between two statues. Scroll to the bottom of the screen. Under the selection "Other Sections" click on "Interactive map of museums and monuments."

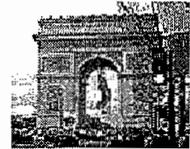
You will see a map of Paris with three sets of numbers. You'll see some large numbers in black, some numbers in blue circles, and some numbers in red boxes.

The first thing you need to know to find your way around is that Paris is divided into 20 areas called *arrondissements*. The large numbers in black illustrate the 20 *arrondissements*. Put your finger on the black number 1 (right in the center of the map) and follow the numbers 1 through 20. What do you notice about the numbering pattern? Write your answer here:



The numbers in blue circles indicate museums.  
A list of 21 museums is provided above the map.

The numbers in the red boxes indicate monuments.  
A list of 23 monuments is provided under the map.



Look at the map again. You will see a blue line that starts at the bottom right, goes through the center of Paris, then exits at the bottom left. The line represents the river Seine. The Seine divides Paris into two major sections, to the north or right when facing downstream, *la rive droite*, and to the south or left when facing downstream, *la rive gauche*. Knowing on which side of the Seine something is located will be useful as you find your way around Paris.

Find the two gray areas where red boxes 1 and 2 are. The Seine widens here around two islands. The smaller island is *l'Île Saint-Louis*, and the larger island is *l'Île de la Cité*. These two islands are the oldest parts of Paris. The monuments Notre-Dame de Paris and *la Conciergerie* are located on the *Île de la Cité*.



and 2 are. The Seine widens here around two islands. The smaller island is *l'Île Saint-Louis*, and the larger island is *l'Île de la Cité*. These monuments Notre-Dame de Paris and *la*

In today's virtual tour, we will visit 3 museums and 5 monuments. Your first task is to identify the *arrondissement* in which each museum and monument of the virtual tour is located. Using the map, complete the right side of the chart below by filling in the number of the *arrondissement* for each museum and monument on our tour.

Museum/Monument (Number in list on interactive map)	<i>arrondissement</i>
Musée du Louvre (blue 1)	_____
Musée National d'Art Moderne—Centre Georges Pompidou (blue 10)	_____
Musée d'Orsay (blue 16)	_____
Panthéon (red 11)	_____
Hôtel National des Invalides (red 16)	_____
Tour Eiffel (red 17)	_____
Arc de Triomphe (red 18)	_____
Basilique du Sacré-Cœur (red 23)	_____

It looks as if the museums and monuments are located close enough together so that you could walk to visit all of them. While it is true that Paris is a fascinating city in which to stroll, you may want to use the *métro*, the subway system, to get around.

To use the *métro* to get to a particular museum or monument, you must first determine the name of the closest *métro* station. This information is easy to locate on our virtual tour. Let's take the monument Notre-Dame as an example. Go to the list of monuments under the map and click on Notre-Dame (or click on the red box #1).

The icon for the *métro* is a red dot with a white M.



You can see from the list of information that the closest *métro* station for Notre-Dame is *Cité*. You might also notice the icon that says RER, which is an extended *métro* line. To go to Notre-Dame, you could take the RER and get off at either *Châtelet-Les Halles* or *Saint Michel-Notre Dame* or take the *métro* and get off at *Cité*.

Use the back arrow to return to the map. Find the *métro* station for each of the 8 museums and monuments on our virtual tour. (Click on the blue dot or the red box for the particular museum or monument to find the *métro* station.) Write the name of the *métro* station in the right column in the chart below. There may be more than one *métro* station given. They will be separated by commas. If more than one *métro* station is provided, write only the first one on your chart. If no *métro* station is given, use the RER stop.

<b>Museum/Monument (number in list on interactive map)</b>	<b><i>métro</i> station</b>
<i>Musée du Louvre</i> (blue 1)	_____
<i>Musée National d'Art Moderne—Centre Georges Pompidou</i> (blue 10)	_____
<i>Musée d'Orsay</i> (blue 16)	_____
<i>Panthéon</i> (red 11)	_____
<i>Hôtel National des Invalides</i> (red 16)	_____
<i>Tour Eiffel</i> (red 17)	_____
<i>Arc de Triomphe</i> (red 18)	_____
<i>Basilique du Sacré-Cœur</i> (red 23)	_____

Now that we have identified the various stations we will need on our tour, let's learn how to use the *métro*. Follow the directions below to find an interactive *métro* map.

1. Go to [<http://www.subwaynavigator.com>].
2. Click on Paris (France) in the blue box on the top left side of the screen.
3. You'll see the title "Route Finder" on the top left side of the screen. Scroll to the bottom and click on the word "map."

The *métro* system is made up of several lines. Each line is named, numbered, and color coded. Let's take line 1, the yellow line, as an example.

Line 1 runs right through the middle of Paris. Look on the left side of the map, about in the middle, for a number 1 in a yellow circle. Put your cursor right below the circled number 1. You should see a box pop up. In the box you'll see *Station* in blue and *La Défense* in white.

Each line is named by its two end stations. *La Défense* is the name of line 1 on one end. Trace line 1 with your cursor until you get to the other end. What is the name of the line 1 on this end? Write your answer here:

If you said *Château de Vincennes*, you are right! So, the name of line 1 is *La Défense/Château de Vincennes*. Very slowly trace line 1 with your cursor. As you go along, you will see other station names pop up. The *métro* train stops at each station. You can get off and on at any of the stations.

Move your cursor back to *Château de Vincennes* and slowly trace line 1 with your cursor until *Nation* pops up. Notice the white box at the *Nation* station. This is a transfer point. More than one line stops at *Nation*. Notice how the red line, two different green lines, and the blue line all stop at the *Nation* station.

Continue moving your cursor on line 1 until you come to the station *Reuilly/Diderot*. This is also a transfer point. What are the colors of the lines that stop at the *Reuilly/Diderot* station? Write your answer here:

Every white box and white circle on the map represents a transfer point. There are many transfer points, aren't there?

For each line on the *métro* there are trains that go in both directions. You need to be aware of the direction you want to go. Let's see an example.

Follow the yellow line until you come to the station *Gare de Lyon*. Let's pretend that you got on the *métro* train at the *Gare de Lyon* and you want to get off the train at the Franklin D. Roosevelt station, which is also on line 1. Trace line 1 until you come to the Franklin D. Roosevelt station. Since you are headed toward the end of the line named *La Défense*, you need to follow the signs in the *métro* that say, *Direction La Défense*.

Let's see how well you understand the *métro* system so far. Write answers to quiz #1 which follows.

#### Quiz #1

1. What are the 2 names for line number 4?
2. One name for line number 9 is *Mairie de Montreuil*. What is the other name?
3. You got on the train at the station *Mairie d'Issy* (line 12 at the bottom of the map). What is the name of the third stop?
4. If you got on line 1 at *Pont de Neuilly* and you wanted to transfer to red line 5, at what station would you get off the train?

We saw earlier that *Cité* is the closest *métro* station to Notre-Dame. *Cité* is located on line 4. Look for line 4. It is colored in pink on the map. The two names of the line are *Porte de Clignancourt* and *Porte d'Orléans*. Look at the very bottom of the map in the center for line 4 *Porte d'Orléans*. Trace the line until you come to *Cité*.

Did you find it? Do you remember the island on which Notre-Dame is located? If not, turn back to page 1 of your handout to find the answer.

Let's pretend that you are staying at the hotel *Sèvres-Azur*. The *métro* station closest to the hotel *Sèvres-Azur* is *Sèvres-Babylone*. Two lines of the *métro* go to this station. One of them is line 10. What is the other line? Write your answer here:



Your task now is to map out the route you will take on the *métro* to get to each of the places on our virtual tour. Even though you probably wouldn't go back to your hotel after visiting each place on the tour, we will start at the *métro* station *Sèvres-Babylone* each time just so you will get lots of practice using the *métro*.

Let's map out one route together as an example. We are at the *métro* stop *Sèvres-Babylone* on line 10 and we want to go to Notre-Dame. As we found out before, the closest *métro* station to Notre-Dame is *Cité*, which is on line 4. We will have to transfer lines. Follow the five steps below on your map of the *métro*.

1. Get on the *métro* at *Sèvres-Babylone*, line 10, *Direction Gare d'Austerlitz*.
2. Get off the train at the stop *Odéon*.
3. Transfer to line 4, *Direction Porte de Clignancourt*.
4. Get off the train at the stop *Cité*.
4. Exit the *métro* and look for Notre-Dame.

That was fairly simple, wasn't it? Let's try another route. We are at the *métro* station *Sèvres-Babylone* on line 12, and we want to go to the *Musée du Louvre*. The closest station to the *Musée du Louvre* is *Palais Royal/Musée du Louvre*, on line 1. First, follow line 1 until you find the station *Palais Royal/Musée du Louvre* just so you know where you're going. Then, starting at the station *Sèvres-Babylone*, follow the route on your *métro* map and fill in the missing words below.

1. Get on the *métro* at *Sèvres-Babylone*, line 12, *Direction*\_\_\_\_\_.
2. Get off train at \_\_\_\_\_.
3. Transfer to line 1, *Direction*\_\_\_\_\_.
4. Get off the train at the stop *Palais Royal/Musée du Louvre*.
5. Exit the *métro* and look for the *Musée du Louvre*.

Before continuing, check your answers. Use the arrow key to go back to where you first clicked on the word "map." On the top left side of the screen you'll see "Route finder." Let's do a direct search. Type *Sèvres-Babylone* (no accents) in the departure station box. Type *Palais Royal* in the arrival station box. Then click on the search button. Check the directions that come up on the screen with the answers you just wrote.

There's another easy way to find *métro* directions on the subway navigator site. Use the arrow key to go back to the route finder. Under "Search via list of stations" click on "start selection." You'll see a list of *métro* stations. On the left side are departures (blue) and on the right side are arrivals (red). Scroll down until you come to *Sèvres-Babylone*. (The list isn't quite in alphabetical order. *Sèvres-Babylone* is the 3<sup>rd</sup> name before the stations that begin with the letter "t.")

Click on the white circle next to *Sèvres-Babylone*. Then find *Palais Royal/Musée du Louvre* and click on the white circle in the red column across from *Palais Royal/Musée du Louvre*. In a second or two the directions will come up on the screen.

Click twice on the back arrow to get to the route finder again. (If you can't get there with the back arrow, go back to [<http://www.subwaynavigator.com>] and click on Paris.)

Use the *métro* map to complete the next three routes. Write out the steps for each route below.

To get to the *Musée National d'Art Moderne—Centre Georges Pompidou*:

1. Get on the *métro* at *Sèvres-Babylone*, line \_\_\_\_\_, *Direction*, \_\_\_\_\_.
2. Get off the train at the stop \_\_\_\_\_.
3. Transfer to line \_\_\_\_\_, *Direction* \_\_\_\_\_.
4. Get off the train at the station \_\_\_\_\_.
3. Exit the *métro* and look for the *Musée National d'Art Moderne*.

To get to the *Musée d'Orsay*:

1. Get on the *métro* at *Sèvres-Babylone*, line \_\_\_\_\_, *Direction*, \_\_\_\_\_.
2. Get off the train at station \_\_\_\_\_.
3. Exit the *métro* and look for the *Musée d'Orsay*.

To get to the *Basilique du Sacré-Cœur*:

1. Get on the *métro* at *Sèvres-Babylone*, line \_\_\_\_\_, *Direction*, \_\_\_\_\_.
2. Get off the train at \_\_\_\_\_.
3. Transfer to line \_\_\_\_\_, *Direction* \_\_\_\_\_.
4. Get off the train at station \_\_\_\_\_.
5. Exit the *métro* and look for the *Basilique du Sacré-Cœur*.

Go back and check your answers with the route finder. You can use either a direct search or a search via list of stations.

Now that you're an expert getting around Paris on the *métro*, write out directions to get to the rest of the museums and monuments on our virtual tour: 1. *Panthéon*, 2. *Hôtel des Invalides*, 3. *Tour Eiffel*, and 4. *Arc de Triomphe*. Start at the station *Sèvres-Babylone* each time. On a separate sheet of paper, write the directions in numbered steps as you did above.

### Extension

You may be interested in knowing more about the museums and monuments on the virtual tour. Go back to [<http://www.paris.org>] and click on the interactive map. On the list of museums above the map or the list of monuments below the map, click on the name of the museum or monument you wish to learn more about. You will find some interesting information about the history and some practical information for tourists. Prepare to share the information you learn in class.

Linda Quinn Allen  
Iowa State University

Note: See the related article entitled, "Surfing the Seine: Paris on the Web," by Townsend Bowling and Jayne Abrate in the *French Review*, Vol. 73, No. 6 (May 2000) as well as the accompanying interactive page on the AATF Web site at [<http://aatf.utsa.edu>].

## Application deadline: Tuesday, February 15, 2002

### Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2002 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

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

The scholarship recipient may choose one of two sessions. The intensive courses available during the first session (July 2-19) include: *Communication orale, Communication écrite, or Atelier d'enseignement du français*. The second session (July 22-August 9) includes: *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

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

### AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2002. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees (see page 2 for more information).

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2003 AATF conference in Martinique.

### Université du Québec à Chicoutimi

For the first time, the *Université du Québec à Chicoutimi* is offering one summer scholarship in 2002 to an AATF member to attend a 3- or 5-week program. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

The scholarship includes: (a) tuition; (b) medical insurance for the duration of the program; (c) pedagogical materials; (d) lodging with a French-speaking family; (e) all meals; and (f) organized excursions. The participant is responsible for round-trip travel and personal expenses.

The recipient can choose one of the following three programs:

- July 1-20 (3-week language program)
- July 1-20 (3-week program on theory and teaching methodology)
- July 1-Aug. 3 (5-week language program)

### AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2002. More information will be available in the January issue of the *National Bulletin* and on the AATF Web site at [<http://aatf.utsa.edu>] as it becomes available.

### Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 2001-2002. Preference will be given to members who have been in good standing since January 1, 1999.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1997-2001) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2002-2003, and recipients of the Belgian scholarship must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Martinique, as indicated above.

### Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2002. A num-

ber of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted);
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation;

### Application

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

Applicants should do the following:

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation be sent directly to Jayne Abrate, AATF Executive Director. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus three copies** of the application form and supplementary pages, one copy of the cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, include one additional set of application materials for each additional country.
- 5) The application must be **postmarked by February 15, 2002**, to be considered for the scholarship. Incomplete applications will not be considered.

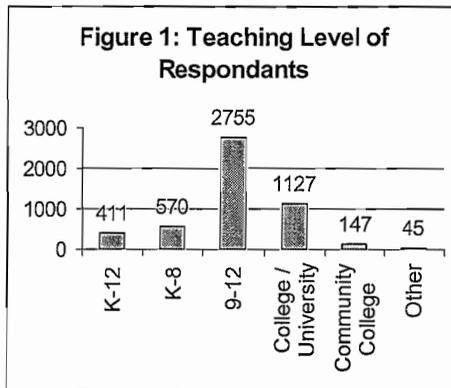
# AATF 2000 MEMBERSHIP QUESTIONNAIRE RESULTS

## ENROLLMENT TRENDS

The results of the 2000 AATF questionnaire on membership trends offer some interesting and somewhat reassuring numbers. The questionnaire appeared on the back of the dues renewal invoice for 2000. There were 5124 AATF members who responded to the questionnaire which was mailed to 9302 people for an excellent return rate of 55%. While the statistics given here do not have the scientific rigor expected of a formal study, they do give a snapshot of the state of French enrollments and suggest possible avenues for further research.

### Respondent profile

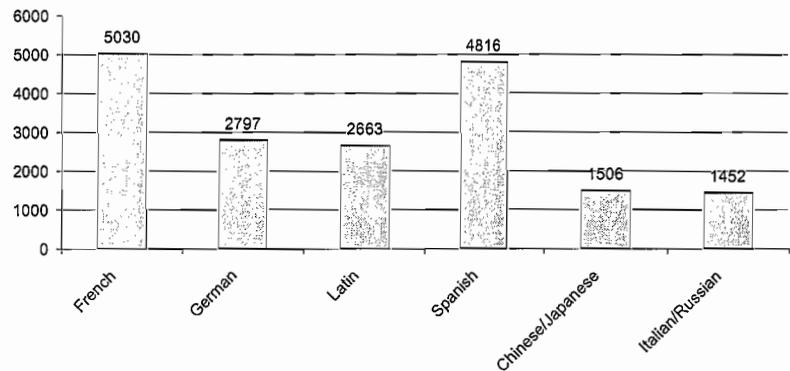
Members from all 50 states as well as a number of foreign countries responded in roughly representative proportions relative to the population of each state. The majority of those who filled out the questionnaire teach at the high school level, followed by college and university faculty (see Figure 1; a number of respondents indicated that they teach at both levels which explains why these figures are lower than those shown in some of the more specific questions in Figures 5 and 6 below). 69% of respondents teach in public schools and 31% in private schools, underlining the strong presence of French in private schools. The size of the institutions was fairly evenly distributed from small (less than 500 students) to very large universities (more than 30,000 students).



### School Setting

As might be expected, a variety of other foreign languages were taught in most schools. Figure 2 shows the breakdown. The responses suggest that where French is taught, multiple languages are often taught. In addition to those listed specifically in the figure, other languages mentioned included American Sign Language and less commonly taught languages which often serve a local population such as Korean, Arabic, Armenian, Portuguese, native-American languages, etc. Some of

Figure 2: Languages Taught



the respondents indicated that only French was taught at their school. It would be interesting to have comparable figures for Spanish-only schools.

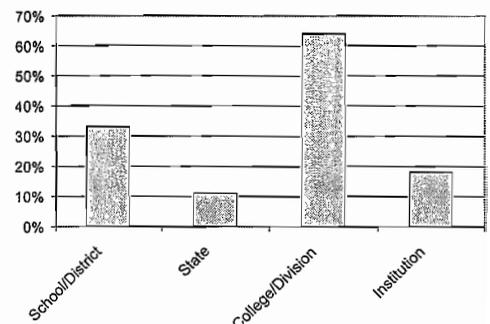
AATF members told us they taught an average of 89 students at any given time and 5.05 classes. According to the figures they gave, their schools had an average of 2.93 French teachers, 1.8 German teachers, 1.8 Latin teachers, and 5.07 Spanish teachers. Teachers of other languages averaged less than one per school.

The questionnaire also asked for information regarding foreign language requirements. The number of respondents indicating a requirement was divided by the number of responses at that level to obtain the percentages plotted in Figure 3. These percentages show that the study of a foreign language is still optional for most students whatever the level, and it means that French teachers must continue their efforts to convince students, parents, and administrators of the value of learning French.

### Enrollment Trends

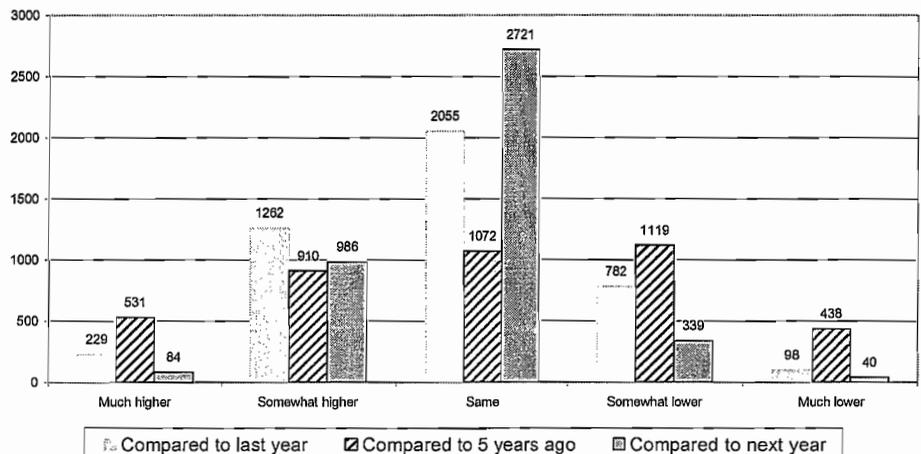
The questionnaire asked members to estimate enrollment trends for the current year (1999-2000) compared to the previous year, compared to five years earlier, and compared to what they thought enrollment would be for the next year (2000-2001). Figure 4 plots these numbers. While any decrease is of concern, the number of "Much higher" and "Somewhat higher" responses

Figure 3: Foreign Language Requirements



(3550 K-12 respondents / 1409 Post-secondary respondents)

Figure 4: 1999-2000 Enrollment Trends



is nonetheless encouraging. In the future, it might be beneficial to link these increased enrollment figures to specific recruitment and retention efforts.

The second half of the questionnaire attempted to ascertain what course offerings were available as well as what sort of extracurricular activities students could participate in. These sections were separated for K-12 teachers and university faculty. Figure 5 shows the results for the K-12 level. Although the number of schools which offer advanced courses tapers off as one would expect, the number does not drop significantly until Level V and Advanced Placement (AP). Even the numbers for those levels remain quite large.

Again not surprisingly, the most popular of the extracurricular activities is foreign travel. However, with 3550 respondents, many of whom checked multiple activities, it is somewhat disheartening to see less than half mention French Clubs, the *Société honoraire de français*, or the National French Contest as activities available at their school. All of these have been shown to help motivate students to undertake and continue the study of French.

Figure 5: K-12 Course Offerings and Activities

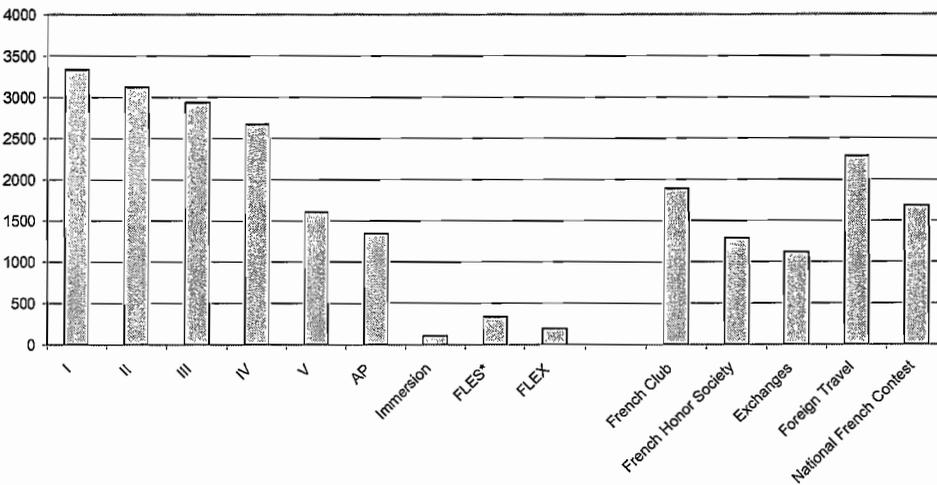
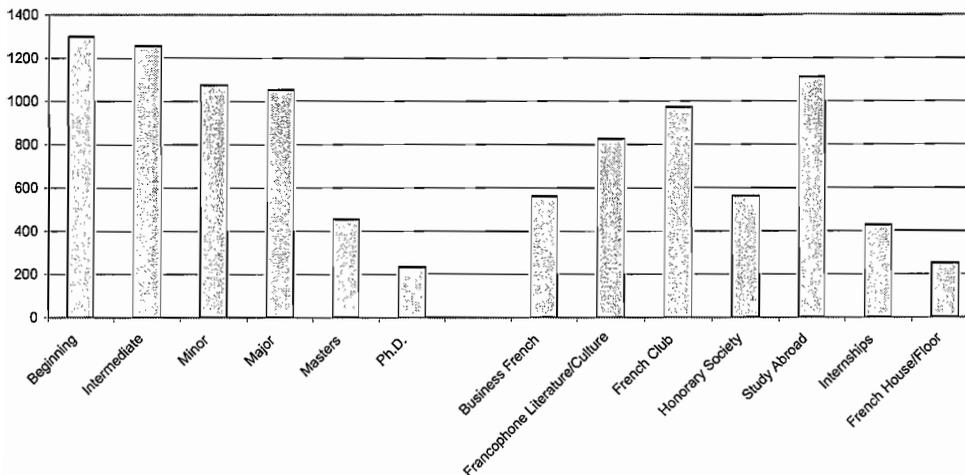


Figure 6: Post-secondary Offerings and Activities



At the post-secondary level, there were 1409 respondents. Nearly all indicated that beginning and intermediate French courses were offered (see Figure 6). Over 80% said that their institutions had a major and minor in French. More than half mentioned the presence of courses on Francophone literature and culture, French Clubs or honorary societies, and study abroad programs, all important factors in recruiting and retaining students. The large number of respondents who also indicated business French courses and internship opportunities reflects an effort to make foreign language study relevant to students' needs and professional goals.

### Conclusion

While many of the numbers and percentages mentioned above are encouraging, they also reveal several areas where French teachers need to remain vigilant: (1) to ensure that multiple languages are offered in schools and that students have adequate information and exposure to decide which language to choose; (2) to lobby for language requirements for all students at all levels while being careful to maintain the

presence of multiple languages; and (3) to work to establish additional chapters of the *Société honoraire de français*, to achieve greater participation in the National French Contest, and to sponsor more student exchanges as a means to recruit and retain students. The close correlation between responses from AATF members at the K-12 and the post-secondary levels clearly demonstrates that we are working toward the same goal—promoting the study of French—using the same tools—wider course offerings, travel and exchanges, and clubs and honor societies. We need to continue to work together and to cooperate with our colleagues who teach other languages to ensure the future of French.

### ACTFL JOB SEARCH

The American Council on the Teaching of Foreign Languages invites applications and nominations for its Executive Director. ACTFL is dedicated to promoting and enhancing the study of languages and cultures at all levels.

The responsibilities are to promote the interest of ACTFL at the national level; interpret the mission to the membership, public, and potential funders; provide leadership in the development of ACTFL professional services programs; manage a professional/administrative staff of 15; create and manage a budget of approximately \$3 million, both hard and soft monies; negotiate contracts for facilities, conferences, and technical support; report to an elected Executive Council.

Qualifications needed include a Master's degree (required)/doctorate (preferred) in a field related to languages, international studies, or education; eight years combined experience in foreign language teaching, research, or administration and association, nonprofit, education, governmental, or business management; demonstrated ability to work with constituents, council, staff, professional organizations, and government entities; a successful record of pursuing and managing grant and development activities; the ability to create and implement projects or policies important to the profession; demonstrated commitment to the role of languages and cultures in a diverse U.S. education system.

Applications should be submitted to Search Committee, ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Applicants should include a detailed letter describing their experience as it relates to the position, a current CV, and contact information for 3 professional references. Applications will be acknowledged and held in the strictest confidence. Review will begin **December 1, 2001** and continue until the position is filled. ACTFL is an equal opportunity employer. For further information about the organization, consult [<http://www.actfl.org>].

# MOTS CHASSÉS:

Exercices se rapportant à « La Vie des mots », *The French Review*, Vol. 74, No.6 (May 2001 ). Le corrigé se trouve à la page 26.

I. Complétez les phrases suivantes avec un des mots proposés.

1. Ne ramène pas ta

- a. pomme                      b. fraise                      c. poire                      d. morue

2. Il mange comme

- a. trois                      b. vingt                      c. quatre                      d. cent

3. Je me lèche les quatre doigts et le

- a. index                      b. orteil                      c. annulaire                      d. pouce

4. Il n'a pas les deux pieds dans le même

- a. sabot                      b. soulier                      c. pantoufle                      d. panier

5. Il faut garder une pour sa soif.

- a. pomme                      b. cerise                      c. poire                      d. framboise

II. Complétez avec le nombre ordinal ou cardinal voulu.

1. Une de perdue, \_\_\_\_\_ de retrouvées.

2. Il m'en a donné \_\_\_\_\_ à la douzaine.

3. Il mange comme \_\_\_\_\_.

4. Je vais aller au bistrot m'en jeter \_\_\_\_\_.

5. Arrête de couper les cheveux en \_\_\_\_\_.

6. Il a réparé le moteur en \_\_\_\_\_ temps \_\_\_\_\_ mouvements.

7. Tu aurais dû tourner ta langue \_\_\_\_\_ fois dans ta bouche.

8. Il n'est pas très élégant de dire les \_\_\_\_\_ lettres.

9. Mon fils m'en fait voir \_\_\_\_\_ chandelles.

10. Je suis si heureuse, je suis au \_\_\_\_\_ ciel.

III. Les habitants de...

1. Saint- Tropez sont les \_\_\_\_\_.

2. l'Île de France sont les \_\_\_\_\_.

3. Épinal sont les \_\_\_\_\_.

4. Besançon sont les \_\_\_\_\_.

5. Monaco sont les \_\_\_\_\_.

IV. Citez pour chaque phrase une expression qui marque l'idée:

1. d'entêtement

2. d'aller et venir

3. de faire des économies

4. d'un grand étonnement

5. de beaucoup manger

6. de ne pas savoir communiquer avec les autres

7. d'une foule très dense

8. d'affaiblissement physique

9. de bien s'habiller

10. de faire des bêtises

Colette Dio, Nancy, France

# LANGUAGE AND CULTURE AND COMMUNITY: MAKING THE CONNECTION WITH TEACHERS OF FRENCH

The University of Pittsburgh's European Union Center and Center for West European Studies (CWES) in collaboration with the Allegheny Intermediate Unit and the Pennsylvania State Modern Language Association, offered a language and culture French Immersion program for middle school and high school teachers of French during the week of June 25-29, 2001. The workshop, funded by a U.S. Department of Education Title VI grant, enabled thirty teachers to broaden their cultural understanding of current events and society in France and Europe, to strengthen their listening and speaking skills, and to collaborate with colleagues in the development of standards-based language learning units. All activities, lectures, and small group discussions were conducted in French.

The workshop was directed by Bonnie Adair-Hauck, Ph.D. (second language researcher and teacher trainer for the European Union Center and Center for West European Studies, University of Pittsburgh). The workshop highlighted, Claire Piana, (visiting scholar from the *Université Libre*, Belgium and doctoral candidate in CWES) who lectured on topics such as introduction to the European Union and its influence on France and Belgium; political life in France and Belgium; social problems including unemployment, racism, school violence and immigration; globalization and technological influence; as well as Belgian cuisine and music. With respect to teaching French language and culture, Dr. Adair-Hauck discussed how to design standards-based language learning units using authentic materials (information articles, Franco-phone stories and music). Discussion also included strategies for assessing students' performance for interpretive, interpersonal and presentational modes of communication.

Furthermore, to create a collaborative ambience for the workshop and to lower the affective filters of the participants (some teachers had fewer years of classroom experience, less travel abroad experience, etc.), Dr. Adair-Hauck shared a number of activities that stressed the importance of developing a sense of belonging and community. For example, one activity is called the "Scissors Game" (Moffitt, 1996). Using a picture of scissors (see Appendix A), the participants were encouraged to change the pair of scissors into something different. The teachers were quite creative with their renditions turning their scissors into a car, a vase, a clown, romantic lovers,

*la Tour Eiffel*, etc., (see Appendix B). After sharing their art work, the teachers taped the pictures on the wall to form a community mosaic. This activity sparked lots of communication in French, and furthermore, it highlighted the idea that individuals, with their different background experiences and personal talents, may perceive the same thing quite differently. The activity also telescoped Gardner's framework of multiple intelligences (visual/spatial) and showed that as teachers, we need to try to integrate activities that tap into the various talents of our students. See Moffitt for other excellent ideas on developing a sense of community and addressing the affective needs of participants.

To receive Pennsylvania ACT 48 professional development credit (30 hours), the teachers designed standards-based language learning units in French. The teachers also received feedback regarding their projects. Other methods instructors may find the rubric designed by Adair-Hauck to be beneficial for their courses (see Appendix C). Exemplary standards-based lessons are available on the Center for West European Studies' Web site [<http://www.ucis.pitt.edu/cwes>] and the Pittsburgh Public Schools Web site. Some sample lessons which appear on these Web sites include "La Fête du pain," "La Vache Folle," "Comment éviter les drogues," "Comment diminuer la violence au collège," and "Le Tour de France 2001."

The evaluations of the workshop were quite positive with comments such as, "This has been a wonderful experience for me. I have been rejuvenated, motivated and I am anxious to implement the new ideas and activities next year;" and "This was the best program I have attended since college. The information was beneficial on both a personal and pedagogical level. The teachers' evaluations overwhelmingly stressed the need for similar workshops in the future.

To celebrate the end of the stage, Jean-Pierre Collet, Honorary French Consul in Pittsburgh, invited all workshop participants to the University Club for a farewell luncheon. The following individuals served as French assistants for the institute. Their contributions were invaluable: Bénédicte Barlat, Alizé Barth,

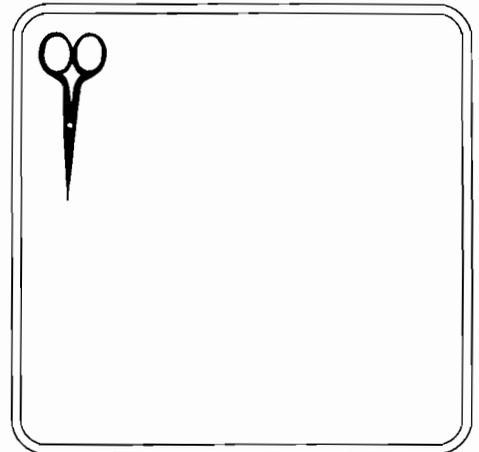
Frank Trojan, and Cephus Moore. And finally, the following CWES individuals were instrumental in organizing and funding the workshop: Dr. Alberta Sbragia, *Director of the Center for West European Studies*, Amy Eckhart, Michelle Amato, and Jessica Cernic.

## References:

Gardner, H. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Harper and Row, 1983.

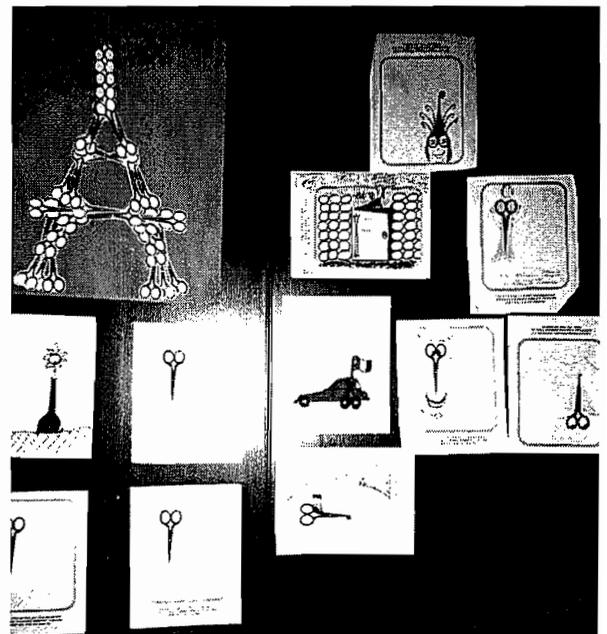
Moffitt, G. "Addressing the Affective Needs of Students." In E. Spinelli (Ed.), *Creating Opportunities for Excellence Through Language: Report of the Central States Conference on the Teaching of Foreign Languages*. Chicago: National Textbook Company, 1996, pp. 152-166.

## Appendix A



Can you change this pair of scissors into something completely different? Turn the paper any way you want to.

## Appendix B



APPENDIX C

University of Pittsburgh  
Center For West European Studies  
Stage d'immersion en français-2001

Evaluation/Feedback for Standards-Based Language Learning Units

Dr. Bonnie Adair-Hauck French Teacher \_\_\_\_\_

Rate each task on a scale of 4 to 1 (4=Excellent; 3=Good; 2=Satisfactory; 2=IN)

Tasks:

Selected an interesting authentic document in French for secondary language learners;

4 3 2 1

Designed realistic performance objectives that include the three modes of communication—interpretive, interpersonal and presentational;

4 3 2 1

Negotiated the meaning of difficult vocabulary terms by using visuals, mime, paraphrases, etc.;

4 3 2 1

Designed cooperative learning activities that engender meaningful and real communication;

4 3 2 1

Integrated at least two of the five national standards into the unit;

4 3 2 1

Integrated graphic organizers to assist students' cognition when appropriate;

4 3 2 1

Integrated evaluation rubrics/feedback when appropriate;

4 3 2 1

Comments:

Note: Remember that these Standards Units are works in progress which will improve over time; furthermore, let's try to keep student work/samples (exceeds expectations; meets expectations; needs improvement) that will serve as exemplars for future students.

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 74, No. 6, May 2001. Les activités se trouvent à la page 24.

- I. 1. fraise, 2. quatre, 3. pouce, 4. sabot.
- II. 1. deux, 2. treize, 3. quatre, 4. un, 5. quatre, 6. deux...trois, 7. sept, 8. cinq, 9. trente-six, 10. septième.
- III. 1. Tropéziens, 2. Franciliens, 3. Spinaliens, 4. Bisontins, 5. Monégasques.
- IV. 1. Avoir une tête de lard ou avoir une tête de cochon.  
2. faire les cents pas.  
3. garder une poire pour la soif.  
4. j'en reste bouche bée ou les bras m'en tombent.  
5. manger comme quatre ou bâfrer.  
6. être fermé comme une huître  
7. être serrés comme des sardines.  
8. je n'ai plus mes jambes de vingt ans.  
9. se saper ou se mettre sur son trente et un.

FRENCH REVIEW  
SPECIAL ISSUE  
CALL FOR PAPERS

The *French Review* is pleased to announce a special issue devoted to Francophone literature, culture, and pedagogy to be published in the May 2003 issue. This volume will be in honor of the the AATF meeting to be held in July 2003 in Martinique. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French Review* for formal considerations.

The deadline for submission to the editor will be **August 1, 2002**. Submit articles to Editor in Chief Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

AATF PEN PAL BUREAU

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



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# CHAPTER NEWS

## CENTRAL NEW YORK

The Chapter held a dinner meeting in October at a restaurant in Syracuse. Lucy Pallotta and Georgette Schmidt shared information and handouts from the workshops they had attended at the 2000 AATF Paris Convention. In June, 228 people attended the Awards Luncheon at Drumlin's Country Club in Syracuse. Eighty book prizes were distributed. Twenty-eight national place winners in the *Grand Concours* were recognized including a national first place winner. A new annual award was established this year by the family of Dr. E.F. Murphy and Madame Georgette Murphy, a husband and wife team who taught French for over 30 years at Hobart and William Smith Colleges in Geneva, NY. For the first time, three Syracuse city schools participated in the National French Contest.

## DELAWARE

President Alice Cataldi has been reelected for another term along with Nora Walstrum as Vice-President and Contest Administrator, and Ellen Bailey has been elected Secretary-Treasurer. Alice is still operating at "full speed ahead!" She keeps in touch with her membership and constantly encourages and supports them via e-mail.

Alice is at the University of Delaware which has become the main hub for chapter activities. Their French Club conducted a clothing drive for the Friendship House in Wilmington. It was highly publicized, and the drive was conducted under the name of the *fraternité* aspect of the French motto.

Alice and one of her colleagues, Donna Coulet du Gard, organized a *Journée de la Francophonie* for the second consecutive year. The highly publicized event was held at the Trabant Center of the University of Delaware. Approximately 500 students from area high schools visited the exhibitions sponsored by 14 Francophone countries. There were songs, games, dances, and theater presentations from the Francophone countries represented.

Alice helped write two grants, a FLAP Grant and an Eisenhower Grant. Both grants were awarded, and the money will be used to promote French in creative ways.

In the Delaware Chapter, approximately 1000 students participated in *le Grand Concours*. Plans for next year's events are already in progress: Laurence Émile-Besse, *attachée culturelle adjointe* at the French Cultural Service, has accepted the Chapter's invitation to speak to the members; there will be an exchange of student teachers from Martinique that will coincide with *la Semaine du Français*; the

French Club at the University of Delaware is plans to conduct a drive to collect school supplies for Haitian students; and many of the members attended the *congrès régional* in Philadelphia.

## HUDSON VALLEY, NEW YORK

In June, over 100 Chapter winners were awarded prizes for chapter placement in the National French Contest. The event was held at the Student Center at Union College in Schenectady, NY and drew 300 people. Chapter President Allen Remaley will be replaced by newly-elected President Luci Bianchi.

## LEHIGH VALLEY/CENTRAL PENNSYLVANIA

In October 2001, President S. Pascale Dewey met with the members of the Chapter to discuss plans for the upcoming academic year. Two students, Diane Ortwein and Esther Falcone from Kutztown University, gave a lively and informative account of their semester at the University of Nancy.

The main activity of the chapter was *le Grand Concours*. This year *le Grand Concours* was administered on two dates and in two locations, at Albright College with Sherlyene Shollenberger coordinating and at Muhlenberg University, with Judith Vichr as coordinator. Students who would otherwise not be able to take the test due to conflicts were able to participate. Thanks to the hard work of the efficient and dependable contest administrator, Judith Vichr, 627 students registered to take the test, up from about 400 the previous year! In May President Dewey presided at the awards ceremony. More than 43 winners and their parents attended the ceremony.

In April 2001, Kutztown University hosted the second Diversity Festival entitled "Performing Diversity: A Celebration and Awareness of Similarities and Differences." Dr. Jean-Marc Braem addressed the campus community on the theme of "The French Language Outside France" and Dr. Pascale Dewey on the topic of "La Francophonie: Cultural Bonds or Neocolonialism?" The next day, two of Dr. Dewey's students, Youssef Sawares and Jeremiah Gwozadziewycz, presented respectively "Islam Revisited" and "The Acadians."

Pascale hopes to establish an exchange program between Kutztown University and the University in Limoges, France. The Dean of Liberal Arts and Sciences at Kutztown University, Dean Carl Brunner, accompanied Pascale to Limoges in September.

President Dewey feels that the Lehigh Valley Chapter is doing well. Many of the

chapter members made presentations at the *congrès régional* in October.

## NEW JERSEY

The year 2000/2001 started with a tremendous ad campaign. That was the year of a "blitzkrieg"-style campaign to promote French, thanks to a letter written especially for the New Jersey Chapter by Monsieur Serge Bélanger, Director, of the Franco-American Chamber of Commerce, and Monsieur Charles Barrière, former *Attaché culturel au Service culturel français*. Three copies of the letter were sent to all New Jersey school districts, addressed to the Curriculum Directors, Head Guidance Counselors, and Principals, for a total of 2200 letters. As a matter of fact, a slightly different version of this letter was published in the April 2001 issue of the *National Bulletin*; we strongly advise members to make copies of it for distribution to students and parents.

After this big effort, the New Jersey Chapter started its first workshop in September with a slide presentation by Catherine Hewins on the important moments of the AATF Paris Convention of July 2000. New Jersey was well represented in Paris. This was followed by a talk with Howard Scherry to celebrate the Centennial of Saint Exupéry. Finally, as this has become the tradition, the meeting ended at the French restaurant Chez Catherine in Westfield.

During National French Week, thanks to an AATF Grant, the New Jersey Chapter was able to celebrate by offering two concerts in two different regions of the state. Albert Van Amstel, Francophone singer/guitarist from Holland, entertained about 1300 students from twenty-three districts.

In December, about twenty instructors undertook their annual outing to Manhattan to view the extraordinary exhibit entitled "Utopia," organized by the 42<sup>nd</sup> Street New York Public Library and *la Bibliothèque nationale*; even the *Candide* manuscript was there! This visit was followed by a delicious lunch at the Madison Bistro.

After a dull winter, *le Grand Concours*, with sixteen hundred participants, was a great success, with many winners at the state and national level. At the May meeting Marie-Laure Hollander, Chapter Vice-President, presented a talk entitled "New Jersey, le français et le monde des affaires" which contained many statistics which surprised the audience. President Viviane Lévy and Secretary-Treasurer Jolene Lichtenwalner made a multimedia presentation of their trip to Bretagne during the

Pre-Convention workshop in July 2000; this was followed by a luncheon à la bretonne and folk dances from Bretagne, taught with great pizzazz by Anne Kollisch.

The school year 2000/2001 ended with a bang thanks to the "French Immersion Day," otherwise known as "Voyage en nouvelle Gaule," that takes place every two years. About forty high school students and fifteen instructors had fun *en français*; games, sports, cooking, arts and crafts, and French folk dancing were enjoyed by all. The chapter greatly appreciated the financial support of *le Service culturel*, l'Oréal, Lalique, and T-Fal.

President Viviane Lévy, who is finishing her second term in December 2001, would like to thank all the officers and members of the Executive Committee who were always willing to come and help promote the Francophone world, help increase membership, and help fight the invasion of that other language. Please do not forget to consult the New Jersey Internet site.

#### **NORTHEASTERN PENNSYLVANIA**

President Margaret Corgan reports that the only real activity the chapter sponsors is *le Grand Concours*. She is proud to say that this year, it was successful in many ways. They had both FLES and secondary school competitions, and the chapter winners in both areas were invited to an awards dinner at King's College in May. Parents, teachers, and principals were also invited. The program was entirely in French, and a French meal was served. About 140 people attended, including 46 out of 53 winners. One of the middle school teachers entered her students' posters in the poster contest, and one of them was a third place winner.

#### **PAYS DU NORD, NEW YORK**

Janice Brown gave the National French exam this year in Potsdam. Janice also did a Fulbright exchange with a teacher from Morocco. Carol Reed participated in an exchange between her students and students in a city in France. Carol has been trying since 1995 to find someone to take her place as AATF Secretary-Treasurer. However, there is no one willing to do it. Carol is planning on having an AATF group meeting at the NYSAFLT conference in October to discuss the future of the *Pays du Nord* chapter.

#### **NORTHERN VIRGINIA**

President Libby Schollaert is very happy and proud to announce that he Chapter has one winner of a summer scholarship to France, Laura Bruckmann. They also have a new *Grand Concours* Administrator, Laura Walker, who has successfully increased the number of enrollments. The *Distribution des Prix* was held May 24.

During *la Semaine du Français*, the Chapter again sponsored a concert by the *chanteuse québécoise* Monique Jutras

which was very well attended and received. Libby expressed the desire to have her come every year because of her popularity with members and because she has become a friend. If anyone is interested in talking to Libby about Monique, they can contact her [ekschollaert@hotmail.com].

#### **PHILADELPHIA**

In the recently-held elections for officers in the Philadelphia Chapter, Loreta Chirico was elected President, Kathy Clark was elected Vice-President, and Joanne Silver was elected Secretary-Treasurer. The newly-elected officers all have been members of the AATF Philadelphia Executive Council, and Loreta was Vice-President before being elected President. Sister Mary Helen Kashuba still serves as the Chapter's Contest Administrator and member of the Executive Council.

The *Reunion du printemps* was held April 28 at Chestnut Hill College. The guest speaker was Professor Philippe Met, Acting Undergraduate Chair of the French Department of the University of Pennsylvania. The topic of his lecture was "Tintin: un pédagogue en culottes ...de golf?"

The annual *Distribution des Prix* for *le Grand Concours* was held at Chestnut Hill College. The chapter invited all winners, their families, teachers, and administrators to the ceremony. In addition to the prizes provided by the National French Contest office, the chapter awards trophies and pins. The Chapter also bestowed the 2000 Friend of French Award. Two members of the Greater Philadelphia community who have made a noteworthy contribution in the promotion of the study of French language and of Francophone cultures were honored. Each was nominated by a member of the chapter. This year's recipients were Marietou Fanny, owner of La Crêperie Restaurant, and Carolyn Veith. Ms. Veith is actively involved *le Cercle Français*, a French conversation group of about 20 people. When French programs were in jeopardy in her local school district, Carolyn mobilized her troops of Francophiles and Francophones to speak out at school board meetings. She was successful when the teachers were not. Congratulations to both of these recipients.

#### **PITTSBURGH**

Congratulations to President Sylvie Rockmore for having received the 2001 National French Contest Administrator of the Year Award. She does the dual job of President and Contest Administrator, no easy task, as we all know! Enrollment for the National French Contest ballooned, and the chapter had an all time high enrollment of 800 students. Next year, Bonnie Young from Carnegie Mellon University will take up the challenge. Good luck, Bonnie!

Sylvie also reports that the chapter had a very successful year. Two Small Grants were submitted and approved. They have enabled or will enable two members of the AATF to promote French at their respective schools, to sponsor a French film festival at Carnegie Mellon University last spring, and to fund activities for *la Semaine du Français* at Robinson Township Christian School.

Mr. Judd Jenkins, a teacher of French at St. Edmund's Academy, was honored at the annual chapter meeting.

A chapter Web site will be created which will enable members to access and share all information much faster.

Fall activities included presentation of an animated feature *Kiridou et la Sorcière* in French for school children, and, in November, excerpts from *Cyrano de Bergerac* presented by a Washington-based theater group.

#### **SUSQUEHANNA VALLEY**

President Jo Ann Piotrowski reports that the Susquehanna Valley Chapter has been engaged in many cultural events this year. She is also happy to announce that the chapter is becoming more active, and new members are beginning to join. Annie-Claire Spittle was recently elected the new Vice-President of the chapter. Congratulations!

In the fall, seventeen members attended a cooking session on French cuisine and enjoyed kneading bread as well as learning about spices and food enhancements at the Kitchen Shoppe. The Manet exhibit at the Walters Art Gallery was the setting for a Saturday workshop/lunch/painting session for thirteen members. The pedagogical materials received were very appreciated. After a lecture from a Smithsonian Art expert, the group visited the still life collection of vegetables and flowers.

Finally, the winners *le Grand Concours* were honored at a luncheon at the Accomac Inn. The parents and teachers of the students were presented at a delicious French lunch. Prizes were presented during dessert. The occasion provided members with the opportunity for an informal meeting. Martha Squaresky received a national award for her increase in enrollment for *le Grand Concours*. *Félicitations*, Martha!

#### **VIRGINIA**

President Amy DeGraff reports that this has been an exciting year for the chapter. Four new members were elected to the board—Leigh Ann Phillips, Chair of French and Foreign Language Curriculum Leader at Lafayette High School in Williamsburg; Michelle Hinck, French teacher at Cape Henri Collegiate School in Virginia Beach; John Lambeth, Professor of French at Washington and Lee University; and

Sharon Johnson, Professor of French at Virginia Tech University. The new members are passionate teachers of French and active members of the profession. The Board is looking forward to the energy and ideas they will bring to the chapter.

In April, the Virginia Chapter was again able to support the Virginia Commonwealth University French Film Festival which brings to Richmond the latest French films along with the actors and directors. The festival, which has been in existence for nine years, is gaining a significant reputation, and people are attending from around the U.S. as well as Canada. The Chapter offered ten passes to Virginia high school and college teachers. The passes entitled participants to three days of extraordinary films such as *Le Roi danse* and a reception at the Virginia Museum of Fine Arts where they could chat personally with the actors and directors. Equally exciting, an AATF Small Grant allowed us to fund a breakfast round table for the high school teachers who participated in an all-weekend immersion experience at the film festival funded by the Cultural Service of the French Embassy as well as VCU. The opportunity for the twenty participating high school teachers to be seated at the same tables as the French actors and directors was unique. The discussion was lively and broad ranging. A number of teachers agreed that this event was a highlight of the immersion weekend.

There was an excellent turnout at the annual meeting of the Virginia Chapter. The meeting took place again this year in conjunction with the annual meeting of the Foreign Language Association of Virginia. After the chapter meeting, the members watched a delightful comedy entitled *L'Anglais tel qu'on le parle* by Tristan Bernard. The play was performed by *Les Farceurs*, a gifted French theater company from Yorktown, Virginia. Following the play, the Chapter offered a reception during which the members had a chance to chat and share ideas.

The 2001 *Grand Concours* was very successful under the excellent leadership of Debbie Bartle, Contest Administrator. There were 2942 students registered for the test, and 102 students were designated as national winners. They had one first place winner nationally, Audrey LeBelenger (level 5D) from Rockbridge County High School. Debbie, along with Linda Davidson, organized the third annual *Congrès français de Chesterfield*. It was held on March 10 at Midlothian High School. Debbie reports that 18 Chesterfield Schools were represented with a total of just over 300 students. The event included French food, arts and crafts, academic competitions, Jeopardy, *boules*, music, folk dancing, and more! All the students who attended participated in *le Grand Concours*. *Le Neon*, a French

theater group, presented *La Belle au Bois Dormant*. Lunch was provided and those who did not choose to participate in *le Grand Concours* were invited to join in the afternoon activities.

#### WESTERN NEW YORK

Last summer (2000) the Western New York Chapter had a party for the National French Week committee with catered French foods at Old Fort Niagara in Youngstown, NY. To celebrate National French Week, they had a Gala Reception at the Burchfield- Penney Art Center. Wine, cheese, and hors d'œuvres were served to teachers, guidance counselors, and administrators. At this opening event, the winners of the Chapter essay and poster contests were announced. Proclamations for National French week were presented by representatives of the Mayor and the County Executive.

The first chapter-wide activity was the French Cooking School provided by Tops International Markets. Eighty students from local schools were treated to cooking lessons and then had the opportunity to devour the meal they saw being prepared! This was a highly successful activity.

The *Alliance française* sponsored the play, *La Leçon* by *la Compagnie Claude Beauclair* at Canisius College. The AATF sponsored its second annual French Career Fair, which is really a panel, at Buffalo State College. The audience was made up of high school and college students. The speakers were in business and in the professions for whom French has made a real difference in their careers. The panel consisted of an immigration lawyer, a man from the Department of Labor whose specialty is French Creole, a young woman who works for a medical products company, a woman who runs a travel company, and a teacher. The goal was for students to realize that there are many careers in which French would be a real asset. Most students recognize only the teaching career.

French-Canadian poet Lise Gaboury-Dialo of Manitoba did presentations at the Burchfield-Penney Art Center, the State University of New York at Buffalo, and at many other sites.

There was a Francophone evening featuring Dr. Jean-F. Gonard, Director of International Student Affairs at Buffalo State. He addressed the concept of *la Francophonie*, the number of countries where French is spoken, and he spoke about his own career.

French singer Jacques Yvart presented a concert in the schools and an evening concert at Calumet Art cafe.

Once again, Old Fort Niagara opened its doors for guided tours. The Fort was a French fort in 1726, and its chateau is the oldest building east of the Mississippi River.

The Western New York Chapter participated in the planning committee for Old Fort Niagara's 275<sup>th</sup> birthday party on June 8.

The Chapter is now in the planning stage of doing a video highlighting the fort's French influence, with educational units planned for elementary school, middle school, and high school.

Teachers in the Chapter have been encouraged to do summer courses in their districts through continuing education for students a year younger than the start of the language programs in the schools. This varies. It could be third and fourth grade or students whose regular courses being in fifth or sixth grades.

Students participated in *le Grand Concours* with the highest number ever.

Thanks to the efforts of Michele Roberts, the Western New York Chapter has reinstated its newsletter, *The French Connection*. Two issues came out this year. Also, again thanks to Michele, the WNY Chapter now has a Web site: [<http://hometown.aol.com/wnyaatf/websiteindex.html>].

## MEMBERS' NOTES



Barbara Gordon, French teacher at Liverpool High School, has been named New York Teacher of the Year by the State Board of Regents. She has taught at Liverpool High School for 25 years. She goes beyond teaching spelling, grammar, and pronunciation, expanding her students' knowledge of French language and culture to Francophone areas of the world. "Long ago I realized that my most important work is to form caring citizens of the world. I use French to do this—to expose young people to other cultures, cuisines, holidays, religions, and viewpoints. I teach tolerance while opening their minds to a different set of symbols, a different way of expression, perhaps even a different way of thinking. And I share my joy as I continue to discover the world." She will compete with teachers from the 49 other states for the honor of U.S. Teacher of the Year. She is a member of the Central New York Chapter of the AATF.

## RECRUITMENT AND RETENTION IN THE COMMUNITY COLLEGE

### Part 1: Working Within Your Limitations

Recruiting and retaining students was the primary concern voiced by community college faculty at the open meeting of the Community College Commission at the AATF convention in Denver last July. The Commission on Community Colleges will attempt to address these concerns and offer some suggestions for working within your institution in a series of articles in the *National Bulletin*.

Recruitment and retention are issues for all teachers of French, but community college faculty often experience high frustration in dealing with them because of the limitations inherent in their institutions.

Although many part-time students may remain within the community college system for several years, the reality is that community colleges are two-year institutions and therefore can only count on having transfer students enroll for two years, and often less time than that. Therefore, even if your college offers a wonderful French program, many students may not hear about it until it is too late to participate fully.

Another problem area is motivating students to study, or continue to study, a foreign language, and in our context we would prefer that language to be French. The community college is inherently dependent on its local high schools (feeder schools) to attract students to the study of French; and dependent on its four-year transfer institutions to require or encourage foreign language study, thereby motivating students to take a foreign language during their community college years.

So how can you, as a community college instructor, address these issues? The following are some ideas that have worked well at my institution.

Identify your feeder high schools and get to know the teachers. Make sure that they are aware of your curriculum and your program, and encourage them to have their students participate in international and intercultural college events, such as National French Week, a film series, or a global festival. It can be helpful to work cooperatively on some of these events. Attend local conferences and language teacher events where you can network with high school and other teachers in your region.

Within your college, try to participate in task forces and committees that deal with planning and curriculum. If possible, provide input and influence into any college policies that could require or encourage foreign language study. Take a leadership role if it is offered. While still an adjunct instructor at my college, I volunteered for and was allowed to serve as an unpaid department chair for two and a half years. My reward came when my program grew into a full-time position.

Visit your counseling department

skills and their chances of getting a job. I spend a lot of time just "marketing" French in my classes and telling real life stories about former students and the opportunities their language skills have provided. I even start off each beginning class with a "quiz" about how French is used around the world and how it can be relevant in their lives. The answers to my "quiz" are in the AATF brochure "Why Learn French? The Reasons May Surprise You."

Become familiar with your major transfer institutions. Learn about their language requirements and their curricula. Work on articulation agreements so that your students can fulfill their language requirement at the community college or easily transfer their community college language credits. This may require adjusting your curriculum and making a few concessions. For example, at my school we have larger beginning classes than we would like, but the trade off is that we will generally not cancel the smaller continuing classes, thus guaranteeing our students the option of completing three semesters of a foreign language (the most common language requirement at four-year schools in Missouri) at the community college level.

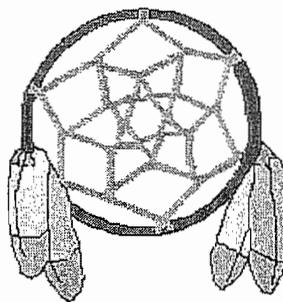
Obviously, you must be prepared to put in a lot of time and effort to really advertise and promote your French program. But if you do take every opportunity to let people both within and outside of your institution know what you are doing and how committed you are to it, you will slowly but surely see an improvement in the number of students starting and continuing in French.

I welcome your comments on the Community College Connection articles, and would appreciate your feedback and suggestions for future subjects you would like to see discussed. I would especially enjoy hearing about your community college success stories. Please contact Denise McCracken [dmccracken@stchas.edu] regarding these articles.

Denise McCracken  
St. Charles Community College  
(MO)

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regularly and talk to them about the importance of foreign language study in general and the usefulness of French in particular. Keep a file of articles, studies, and brochures (start with the *National Bulletin* and the *French Review*) that back up your claims. The AATF has many helpful publications available; I regularly provide these to my counseling department, committees, and my superiors.

Let your students know what the language expectations will be at their transfer institutions and how studying French will improve their critical thinking

## MLA BOOK PRIZES FOR 2002

Note: All awards will be presented at the Association's annual convention in December 2002.

### **JAMES RUSSELL LOWELL PRIZE**

Competition in 2002 for Books Published in 2001

#### **Open Only to Members of the Association**

The Committee on Honors and Awards of the Modern Language Association invites authors to compete for the thirty-third annual James Russell Lowell Prize, which will be awarded for a scholarly book published in 2001 by a current member of the association. To qualify for the prize, a book must be an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Studies dealing with literary theory, media, cultural history, and interdisciplinary topics are eligible; books that are primarily translations will not be considered. The award consists of \$1000 and a certificate.

To enter a book into competition, send six copies and confirmation of the author's membership in the MLA to the James Russell Lowell Prize, Modern Language Association, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789. Entries will be accepted until **1 March 2002**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. Shipping labels should indicate the names of the prizes for which the books are competing.

### **MODERN LANGUAGE ASSOCIATION PRIZE FOR INDEPENDENT SCHOLARS**

Competition in 2002 for Books Published in 2001

#### **Open to Members and Nonmembers of the Association**

To recognize and further encourage the achievements and contributions of independent scholars, the Modern Language Association invites authors to compete for the eighteenth annual MLA Prize for Independent Scholars, to be awarded for a distinguished scholarly book published in 2001 in the field of English or another modern language or literature. Authors who are not enrolled in a program leading to an academic degree and did not hold a tenured, tenure-accruing, or tenure-track position in a post-secondary educational institution at the time of publication of the book are eligible. (Tenure is understood to include any comparable provision for job security in a post-secondary educational institution.) Normally, part-time instructors and adjunct faculty members are eligible to compete for the prize. Authors of submitted books need not be members of the association. The award consists of \$1000, a certificate, and a one-year membership in

the association.

To enter a book into competition, send six copies and a completed application form to the MLA Prize for Independent Scholars, Modern Language Association, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789. Entries must be received by **1 May 2002**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. Shipping labels should indicate the names of the prizes for which the books are competing.

### **KENNETH W. MILDENBERGER PRIZE**

Competition in 2002 for Books Published in 2000 or 2001

#### **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 twenty-first annual Kenneth W. Mildenberger Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a book published in 2000 or 2001; entries will be accepted until **1 May 2002**. Authors of works competing for the Mildenberger 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. Mildenberger Prize, Modern Language Association, 26 Broadway, 3<sup>rd</sup> 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 Mildenberger Prize competition alternates between books, in even-numbered years, and articles published in refereed journals, in odd-numbered years; in 2002, books published in 2000 or 2001 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. 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.

### **MODERN LANGUAGE ASSOCIATION PRIZE FOR A DISTINGUISHED BIBLIOGRAPHY**

Competition in 2002 for Books Published in 2000 or 2001

#### **Open to Members and Nonmembers of the Association**

The Committee on Honors and Awards of the Modern Language Association invites submissions for the third MLA Prize for a Distinguished Bibliography. The award was established in 1998 and is presented each even-numbered year. For the current award, the committee solicits submissions of enumerative and descriptive bibliographies published in serial, monographic, book, or electronic format in 2000 or 2001. A multivolume bibliography is eligible if at least one volume was published during that period. The prize will be given without regard to the language of the compiler or of the text presented in the bibliography, as long as it falls within the subject scope of the MLA (e.g., modern languages and literatures, composition theory, folklore, linguistics). Editors or compilers need not be members of the MLA.

Criteria for determining excellence include evidence of analytical rigor, meticulous scholarship, intellectual creativity, and subject range and depth. To qualify for the award a bibliography should employ editorial principles appropriate to its materials, and those principles should be clearly articulated in the compilation; the bibliography should provide appropriate contextual information; the bibliography should exhibit the highest standards of accuracy in the presentation of its entries; and the text should be presented as accessibly and elegantly as possible. The prize consists of \$1000 and a certificate.

To enter a bibliography in competition, send four copies and a letter identifying the work to the MLA Prize for a Distinguished Bibliography, Modern Language Association, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789. Submissions will be accepted until **1 May 2002**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. A multivolume bibliography that has already competed for this award may compete again if a new volume was published during the later award period.

For further information, or to obtain copies of the application forms, call or write the Office of Special Projects, Modern Language Association: Tel: (646) 576-5141; E-mail: [awards@mla.org].

## ASSOCIATION FRANCOPHONE D'AMITIÉ ET DE LIAISON

Fondée en 1974, l'Association francophone d'amitié et de liaison est une union internationale d'associations et d'organisations non gouvernementales (ONG), à vocation sectorielle ou géographique, couvrant les domaines les plus divers de la Francophonie. L'AFAL a pour objet de contribuer à la défense et à l'expansion de la langue et de la culture françaises. Elle sert aux associations d'instrument d'information, de communication, contribue à l'action des organisations non-gouvernementales membres et à leur participation aux réunions internationales. Elle compte actuellement 130 associations membres.

À l'occasion du X<sup>ème</sup> congrès de la Fédération internationale des professeurs de français à Paris en juillet 2000, l'AFAL a lancé un programme de publication d'un annuaire des professeurs de français, ou simplement francophones, souhaitant créer un jumelage international.

La liste 2001 des professeurs et établissements francophones souhaitant se jumeler est en cours d'élaboration. Chaque annonce sera classée, dans le répertoire, par continent puis par pays dans l'ordre alphabétique. Elle sera référencée par un numéro d'annonce afin, pour nous, de traiter plus efficacement les demandes de jumelage.

Au final, elle contiendra les informations suivantes: le nom de l'établissement, sa localité, les pays ou établissements de jumelage souhaités, l'âge des apprenants, les projets pédagogiques envisagés, et enfin le nom du correspondant sur place.

Parallèlement au développement progressif de l'annuaire, le site Internet est en construction afin d'accueillir une version en ligne. Les annonces y seront telles qu'elles apparaîtront dans le recueil.

Les professeurs désireux de souscrire à notre répertoire peuvent nous envoyer leurs coordonnées et les informations qui nous permettront de leur créer une annonce personnalisée.

N'hésitez pas à communiquer notre adresse autour de vous, à vos collègues francophones. Il n'est jamais trop tard pour nous envoyer de nouvelles coordonnées. Celles-ci figureront alors au moins sur notre site Internet en attendant la parution de l'annuaire suivant. Nos coordonnées sont: 5, rue de la Boule Rouge, 75009 Paris, France; Téléphone: 01 47 70 10 83; Télécopie: 01 47 70 07 69; Mél: [afal-france@voila.fr]; site Internet: [http://site.voila.fr/afal-france].

## LE PRIX DE LA PAIX ET DE L'ENTENTE MONDIALE 2002

Voici les sujets, au choix, du Prix de la paix et de l'entente mondiale 2002. Nous proposons aux étudiants américains qui pratiquent correctement le français, de réaliser en français un essai de 3 à 4 pages sur un des sujets suivants: (il y aura plusieurs lauréats des USA invités en France comme en juillet 2000).

1. «Ce qu'il faut surtout pour la paix, c'est la compréhension des peuples, car c'est avant tout des peuples qu'il s'agit, les régimes, eux, passent». Général de Gaulle.

2. «Tout ce qui est inhumain est insensé et inutile». Hegel

3. «C'est proprement ne valoir rien que de n'être utile à personne». Descartes

4. «Il faut éclairer la conscience, non la contraindre». Diderot

Ces épreuves sont faites sans surveillance. Les étudiants peuvent consacrer le temps qu'ils voudront; mais les copies ne doivent pas dépasser quatre pages dactylographiées. Elles doivent être écrites en français.

Toutes les copies doivent être envoyées avant le **1 avril 2002** au Dr François Giraud, Le Moulin de Vœuil, 16400 VŒUIL ET GIGET, FRANCE. Les copies peuvent être envoyées également par mél à [giradippem@aol.com].

Un jury classera les copies en tenant compte des critères suivantes: fond, noté sur 40, jugé sur l'originalité, la richesse des idées, la bonne volonté; forme, notée sur 20. Le total est donc de 60 points maximum. Les notes de chaque membre du jury additionnées donnent les résultats qui seront donnés vers le 15 avril 2002. Les gagnants seront reçus du 14 au 31 juillet en France où ils participeront au programme: visites multiples, fêtes, spectacles, concerts et travail (ateliers et conférences). Il y aura des lauréats de nombreux pays. Le voyage est au frais des lauréats, mais l'Organisation mondiale d'éducation pour la paix offrira le séjour.

## WANT TO ESTABLISH AN EXCHANGE?

Teachers are often looking for a school in France with which they can develop exchanges of all sorts—class-to-class correspondence, actual exchanges with homestays, etc. If this is what you are seeking, look no further. Guillaume Odin of the French Cultural Service in New York is the person to contact: Telephone: (212) 439-1438; E-mail: [guillaume.odin@diplomatie.gouv.fr].

## 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 \$6.00. If no indication is given, the new version will be sent. Contact National Headquarters. (While supplies last; a newer version will be available shortly.)

## SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

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

**In French or English!**

**[http://aatf.utsa.edu/  
general/self/](http://aatf.utsa.edu/general/self/)**

# AATF NATIONAL COMMISSIONS

## Commission on Community Colleges

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## Commission on Telematics and New Technologies

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## 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 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 do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

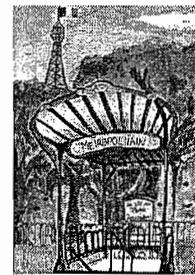
## MARK YOUR CALENDAR! JOIN US IN ATLANTA IN 2004!

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

## 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

# 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

*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 AND AWARDS

*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!** T-shirt: "La Francophonie: le monde à votre portée;" green with white lettering. Specify size (L, XL, XXL). \$10 for 1; 2 for \$15. While supplies last.

**NEW!** *Posters*. Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 set of 6 only.

*AATF Certificate of Merit*. Each 15 cents.

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

*Paris Monumental*, folding 22" x 30" color map of Paris showing monuments

on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

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

*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).

*AATF Tote bag: La Francophonie: le monde à votre portée*. Green fabric with handles. \$6 (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 12/31/01.

**2002 AATF CONVENTION  
BOSTON  
JULY 11-14, 2002**

# CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2001, New Orleans, LA. Information: MLA, 26 Broadway, 3<sup>rd</sup> 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 18<sup>th</sup> 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].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING**, March 7-9, 2002, Oklahoma City, OK. Information: Audrey Cournia, Executive Director, 1348 Coachman Drive, Sparks, NV 89434; Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web: [http://www.learnalanguage.org/swcolf].

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

**OHIO FOREIGN LANGUAGE ASSOCIATION**, "Unity Across the Profession: Bringing It All Together," March 14-16, 2002, Columbus, OH. Information: Dwight Loken, The Meeting Connection, 893 High Street, Suite J, Worthington, OH 43085-4134; Telephone: (614) 888-2568; Fax: (614) 888-1684; E-mail: [lokendtmc@cs.com]; Web: [http://www.ofla\_online.edu].

**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]; Web: [http://www.centralstates.cc].

**TWELFTH ANNUAL CONFERENCE OF NORTH AMERICAN CHRISTIAN FOREIGN LANGUAGE ASSOCIATION**, April 4-6, 2002, Grantham, PA. Information: John Beaney, Department of Foreign Languages, Messiah College, Grantham, PA 17027.

**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**, April 18-21, 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].

**ASSOCIATION INTERNATIONALE DE LINGUISTIQUE APPLIQUÉE**, December 16-21, 2002, Singapore. Information: Conference and Travel Management Association, Pte. Ltd., 425A Race Course Road, Singapore 218671; Telephone: (65) 299-8992; Fax: (65) 299-8983; E-mail: [etmapl@singnet.com.sg]; Web: [http://www.aila2002.org].

**MODERN LANGUAGE ASSOCIATION**, December 27-30, 2002, New Orleans, LA. Information: MLA, 26 Broadway, 3<sup>rd</sup> Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web: [http://

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 6-8, 2003, Minneapolis, MN. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Co-

lumbus, OH 43221-0531. Telephone: (614) 529-0109; FAX: (614) 529-0321; E-mail: [dging@iwaynet.net]; Web: [http://www.centralstates.cc].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, March 25-29, 2003, Baltimore, MD. 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**, April 10-13, 2003, Washington, DC. 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 COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 20-23, 2003, Philadelphia, PA. 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].

## SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

Information is available from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 43331, Lafayette, LA 70504-3331, E-mail: [hkt0718@louisiana.edu] or from the AATF Web site at [http://aatf.utsa.edu/].

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

## REMINDER: IMPORTANT DEADLINES AND DATES

- Dec. 15, 2001 Deadline for proposals for 2002 Boston Convention (see page 15)
- Feb. 1, 2002 Deadline for submissions for the April issue of the *National Bulletin*
- Feb. 15, 2002 Deadline for applications for AATF Summer Scholarships (see page 21)
- Mar. 1, 2002 Deadline for applications for AATF Small Grants (see page 11)  
Deadline for applications for the AATF Dorothy Ludwig Excellence in Teaching Awards (see page 12)  
Deadline for submission for the MLA James Russell Lowell Prize (see page 31)
- Mar. 15, 2002 Deadline for applications for the AATF Walter Jensen Scholarship for Study Abroad (see page 3)
- April 1, 2002 Deadline for submissions of chapter winners to the AATF FLES\* Commission Poster Contest (see page 13)  
Deadline for submissions for *le Prix de la paix et de l'entente mondiale* essay contest (see page 32)
- May 1, 2002 Deadline for submissions for the MLA Prize for Independent Scholars, Kenneth Mildenerger Prize, and Prize for a Distinguished Bibliography (see page 31)
- Aug. 1, 2002 Deadline for submissions to the special issue of the *French Review* in honor of the AATF Convention in Martinique (see page 26)

## 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.

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