



American Association of Teachers of French

NATIONAL BULLETIN

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For 75 years now, the American Association of Teachers of French has worked tirelessly to promote the study of French in the U.S. Join us July 11-14 in Boston as we celebrate our 75th anniversary. The convention already promises to be an exciting celebration of French, especially with the inclusion of the Bastille Day street dance sponsored by the French Library.

Although we cannot yet confirm a keynote speaker, we can tell you about the many wonderful workshops and sessions (see the preliminary program on pages 21-28) available to all attendees. We are pleased to announce a pre-convention technology workshop to be held at MIT and directed by Shoggy Waryn of Brown University (RI). Participants will not only be treated to a practical, in-depth look at using new technologies in the classroom, but they will also benefit from a pre- and post-convention Web site where they can correspond with Professor Waryn and have their technology questions answered by an expert. In addition, we are offering eight three-hour workshops on a wide variety of topics, including teaching AP French, intercultural communication, French and Francophone songs, Québec, and teaching with art. (See the specific descriptions on page 39).

Social activities include the opening Welcome Luncheon following the keynote address and just prior to the beginning of sessions. The luncheon, hosted by the AATF Regional Representatives where attendees are seated by geographic region, offers an opportunity for attendees to meet others from their area on the first day of the convention. A Thursday-evening Clambake will allow members and their guests to sample the seafood specialties of Boston. The Bastille Day celebration on Friday evening will permit attendees to get out of the hotel and see an historic area of the city as well as to commemorate the French national holiday, albeit two days early. The AATF Awards Banquet on Saturday followed by a concert by Josée Vachon will provide a final opportunity to recognize the

many individuals whose efforts contribute to the success of our activities and to the promotion of French across the country, including our Outstanding Teachers, our National French Contest Administrators of the Year, and Summer Scholarship and Small Grant winners. We also hope to

The preliminary program will allow you to begin planning your participation in the convention. As the meeting approaches, all the most up-to-date information on sessions times, rooms, program changes, special events, and any new hotel and travel offers will be posted on the Web site.

AATF membership is required to attend the convention, but we do offer a special first-time trial membership to anyone who has never been an AATF member. If a colleague wishes to attend the convention, his or her convention registration includes a one-year complimentary membership in the AATF. Use this offer to recruit your non-member colleagues and invite them to attend with you.

We would like to offer a special thanks to Local Arrangements Chair, Joyce Beckwith, Region II Representative, for all her hard work in doing advance

preparations for the convention, and the members of the Eastern Massachusetts Chapter who will help out at the meeting itself.



be able to offer entertainment from Martinique during the meeting.

On Thursday evening, the Exhibit Hall will be open from 4-7 p.m. We will have over 50 exhibitors anxious to demonstrate their products and describe their services to convention-goers. Consult the Exhibitor Page on the AATF Web site at [http://aatf.utsa.edu/] to learn more about some of them. We would particularly like to thank our sponsors, the FIAP Jean Monnet, Bernard Petit, and the Eastern Massachusetts AATF Chapter, for their support of French teachers. In conjunction with the exhibit opening, the Cultural Services of the French Embassy will again co-sponsor with the AATF a wine and cheese reception.

As in the past, attendees can also take advantage of a roommate list, have their picture taken with an Executive Council member and receive a post-convention press release, request a Certificate of Attendance, and obtain one-hour graduate credit for attending the convention (see page 36 for more information).

**REGISTRATION FORM FOR BOSTON CONVENTION CAN BE FOUND ON PAGES 19-20**

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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 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. 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.

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



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

## 14 GRAND CONCOURS WINNERS TO BOSTON TO CELEBRATE LE 14 JUILLET



In addition to the gold medals, certificates, plaques, and books that the National French Contest awards to every first-place winner, this year's *Grand Concours* will offer 14 all-expense-paid trips to Boston in July 2002. Winners will enjoy five days of fun and educational activities, including special Bastille Day celebrations, in and around this historic American city. The trips will take place at the same time as the AATF Annual Convention.

The winners will include two students from each of the seven levels of competition, FLES through Level V. When there are more than two eligible students at a given level, a drawing will determine the order in which the trips will be offered:

To be eligible for the FLES awards, students must have completed grade 4, 5, or 6 during the 2001-2002 school year.

In the secondary contest (Levels 01-5), all students who rank first nationally in their division will be eligible for this award. At least one trip will be offered to a Division A student at each level.

Additional details:

1. The trip winners will enjoy a trip package that includes round-trip transportation to Boston and lodging, meals, and transportation during the five-day stay. They will also receive a

camera they can use to create a photo memory of the trip.

2. A full-time facilitator will handle the plans and itineraries and will answer questions regarding the trip.
3. Nikki McDonald, Contest Administrator for the Nebraska Chapter, has agreed to coordinate the drawing.
4. In keeping with national guidelines, student(s) in Division B/C of the secondary contest must score as high as the first-place student(s) in Division A of their level to be eligible for the drawing.
5. Because approximately 80% of the contest participants are in Division A, administrators feel it is important to ensure that at least one trip will be offered in this division at every level.
6. All tests will be scored by central computer by early April 2002. Drawings will be held and winners notified as soon as possible after that date.
7. If the trips have been offered to all eligible students at a given level and there are fewer than two acceptances, the trip(s) will be offered to students at another level.

\*For 2002, a drawing will be used instead of oral proficiency interviews to break any ties. Further details regarding the trips and the drawing are available on the *Grand Concours* Web site [<http://aatf.utsa.edu/concours/>] or upon request from [nmcdonald@cox.net]

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*Editor:* Jane Black Goepper, Cincinnati, Ohio

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

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

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



Jean-Pierre Piriou, Président

Chers collègues et amis,

Au moment où les premiers indices du printemps commencent à poindre, même s'il gèle très fort en Géorgie la nuit depuis le weekend, je peux vous assurer que l'AATF est en pleine ébullition! Fin janvier je suis allé à Paris comme j'en ai maintenant l'habitude pour la réunion du conseil d'orientation du *Français dans le monde*, et j'en ai profité pour assister aux réunions du bureau de la FIPF, dont une était consacrée à la préparation du congrès mondial à Atlanta en 2004. C'est d'ailleurs pour cela que Jayne Abrate m'a accompagné dans mon périple et qu'ensemble nous avons fait la présentation de nos projets. Un comité thématique a été nommé, et je me réjouis que Christopher Pinet, le rédacteur en chef de la *French Review*, ait été pressenti comme co-président avec Alain Braun, président honoraire de la FIPF. À notre retour, Jayne et moi avons passé une journée à visiter six hôtels à Atlanta dans le but de négocier et d'en choisir un pour le congrès de 2004. Le choix est fait, et je suis heureux de vous dire que nous tiendrons nos assises et celles de la FIPF au Hilton où nous avons obtenu les meilleures conditions.

Pendant que nous attendions des réponses d'Atlanta, nous sommes partis pour la Martinique pour prendre des engagements pour le congrès de 2003. Grâce aux contacts que nous avons au Bureau de Tourisme de la Martinique à New York, en la personne de sa directrice, Muriel Wiltord, nous avons été reçus royalement et avons là encore négocié des conditions qui devraient permettre à beaucoup d'envisager de participer au congrès. Pour ceux qui connaissent déjà la région, nous serons à la Pointe du Bout, une des sites touristiques de la Martinique, et nous occuperons trois des grands hôtels qui s'y trouvent. Nous sommes maintenant en train

de négocier avec American Airlines, des tarifs qui nous permettront d'effectuer le voyage dans de bonnes conditions quel que soit l'endroit d'où nous partions aux USA. Je vous invite à consulter le site de l'AATF [<http://aatf.utsa.edu>] où Jayne a commencé à mettre des renseignements et des photographies. Je lui en ai proposé quelques-unes que j'ai prises moi-même, mais il semble qu'elle ait préféré utiliser les siennes! Nous avons aussi la chance d'avoir sur place Suzanne Dracius, écrivaine et universitaire que je connais depuis longtemps et qui a accepté de nous servir de relais local dans la préparation du congrès. Ceux qui voudraient commencer à se mettre dans l'ambiance pourraient lire un roman qu'elle a publié en 1989 à Paris et qui s'intitule *L'Autre qui danse*. Grâce à Suzanne Dracius et à Muriel Wiltord, nous espérons être en mesure de vous faire rencontrer des écrivains contemporains, et nous avons bien l'intention d'inviter Aimé Césaire qui est d'ailleurs membre honoraire de l'AATF depuis déjà longtemps. Puisque je parle de la Martinique, je sais qu'il y en a parmi vous qui se demandent pourquoi nous nous y rendons au mois de juillet. D'abord tous nos congrès ont lieu à cette époque puisqu'il semble que ce soit le seul moment de l'année où nous puissions rallier le plus grand nombre de gens. Juillet est aussi en basse saison dans les Caraïbes, et c'est l'époque où les tarifs sont les moins chers et où il y a de la place dans les hôtels. Certains diront que c'est aussi la mauvaise saison du point de vue climatique! Mais même s'il y fait chaud et humide, ce n'est pas pire qu'Atlanta ou Boston à la même période, mais il y a la plage et la piscine à portée de la main!

Ne nous laissons pas emporter par le charme des Antilles en oubliant que nous avons un rendez-vous important à Boston au mois de juillet prochain. Le programme est pratiquement bouclé, et je vous assure qu'il y aura de quoi intéresser et distraire tout le monde. Pourquoi ne pas le dire? L'année dernière j'ai cru jusqu'à la dernière minute que le Ministre de l'éducation de la France ou son bras droit serait à Denver, mais ils se sont désistés au dernier moment. C'est pourquoi j'ai décidé de délaissier les hommes politiques cette année et de poursuivre des personnalités comme Bernard Pivot, l'homme des dictées, ou Peter Mayle, l'Anglais devenu Provençal! Qui que soit la célébrité qui nous retrouvera à Boston, je suis d'ores et déjà convaincu que le programme, dans lequel s'intégreront les festivités du 14 juillet, sera suffisamment attrayant pour garantir une

assistance nombreuse.

Puisque je suis sous la rubrique voyages, je voudrais aussi vous dire que grâce à l'intercession de collègues du chapitre métropolitain de New York et du Directeur de la Maison de France aux USA, Patrick Goyet, j'ai entamé des discussions avec American Airlines qui proposent de faire des tarifs *très avantageux* aux membres de l'AATF qui se rendraient en France sur leurs lignes pendant l'été. Inutile de dire que je suis cette piste avec beaucoup d'attention.

J'ai commencé ce message en vous disant que l'AATF était en ébullition, et il y a tellement de choses qui mijotent que j'ai l'impression de sauter constamment du coq à l'âne en essayant de vous en faire part. Je viens par exemple d'apprendre qu'il y avait déjà plus d'inscrits cette année que l'année dernière au *Grand Concours*. Je félicite et remercie tous ceux qui y travaillent sous la houlette diligente de Sid Teidlebaum, et cette année, je remercie aussi le comité dirigé par Margaret Marshall, Vice-Présidente (LA), assistée de Renée White (TX) et de Mona Mulhair (CA), qui a bien voulu collaborer à l'élaboration finale de tous les sujets du *Grand Concours*.

Je tiens aussi à souligner que notre collaboration avec les Services culturels français, les représentants du gouvernement du Québec et les représentants du gouvernement belge continuent à se développer dans une atmosphère amicale et constructive, et si je me réjouis que nous soyons en train de sélectionner les lauréats aux stages d'été 2002, je déplore déjà le fait que cette année nous ayons presque deux fois plus de candidats que de bourses à offrir.

Enfin, je ne saurais terminer sans évoquer ma participation à la journée de Gala du chapitre métropolitain de New York à laquelle j'ai assisté la semaine dernière. Toutes mes félicitations et remerciements vont à Harriet Saxon, la présidente, mais aussi à toute son équipe pour le tour de force qu'elles ont encore réalisé cette année. Pour moi, rien n'est plus agréable que de participer aux réunions de chapitres ou aux congrès régionaux et de voir le dynamisme et le dévouement de beaucoup de nos collègues. J'avais déjà commencé 2002 par une visite des plus agréables au chapitre d'Alabama à la suite de l'invitation de Samia Spencer.

Après un week-end passé chez moi en Géorgie, je vais reprendre mon bâton de pèlerin et me préparer à aller au congrès de SCOLT à Baton Rouge, puis au Congrès de la culture française en Floride, puis à la

Northeast Conference à New York.....  
Après? Je n'y pense pas encore!  
Bon printemps et à Boston!



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

**BOSTON**  
**75<sup>th</sup> Annual Meeting**  
**July 11-14, 2002**

**REFLETS FRANÇAIS**

This outstanding video, created by Bernard Petit, presents the songs of Eric Vincent along with a visit of Paris. The multicultural Francophone flavor of Vincent's music and the dynamism and poetry of Paris combine to create an exciting document to accompany any language program. The 40-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 46 for more information.

**NATIONAL FRENCH WEEK  
GRANTS FOR 2002**

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2002 which will take place November 7-13. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

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

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2002**. The original application materials and two copies should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

**AMERICA'S LANGUAGE CAPACITY**

**Military and Department of Defense**

The U.S. Military maintains a formidable language capacity:

Source	Number of personnel with language skills
Military (language in records)	170,000
Military (language specialists)	11,500
DoD Civilian Employees (est.)	40,000
Commercial Services (est.)	15,000

Glenn H. Nordin, "Toward a National Language Strategy: A Proposal for the Interagency Federal Language Roundtable," October 19, 2001.

**Elementary and Secondary Education:**

According to a report by the Center for Applied Linguistics, in 1997 31% of all elementary schools taught foreign language. This represents an increase of 9% over 1987. Of elementary schools offering foreign language instruction 79% offered Spanish, 27% offered French, 5% offered German, 3% offered Japanese, 2% offered Hebrew or Italian, and 1% or less offered one of 13 other languages.

The same report showed that 86% of secondary schools offer foreign language instruction. Among the schools 93% offered Spanish, 64% offered French, 24% offered German, 7% offered Japanese, 3% offered Italian, 3% offered Russian, and less than 1% offered one of 14 other languages.

Nancy C. Rhodes and Lucinda E. Branaman. 1999. *Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools*. Washington, DC: The Center for Applied Linguistics and Delta Systems.

The latest data (from 1994) on foreign language enrollments in elementary and secondary schools shows that 6 million students in grades 7 through 12 were taking a foreign language; of these, 3.9 million (64%) were enrolled in Spanish classes, 1.36 million (22%) in French, 373,000 (6%) in German, 57,000 (0.9%) in Italian, 18,000 (0.3%) in Russian, 9,500 (0.16%) in Chinese, 2,600 (0.04%) in Arabic, among others.

Jamie B. Draper and June H. Hicks. "Foreign Language Enrollments in Public Secondary Schools, Fall 1994." *Foreign Language Annals*, 29 (3), pp. 303-06.

**Higher Education:**

Less than one percent of all college students study critical languages, according to a recent survey by the Modern Language Association, and the number of students taking any foreign language has remained at eight percent for more than 25 years.

Richard Brod and Elizabeth Welles. "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998." *ADFL Bulletin*, Vol. 31, No. 2, Winter 2000, pp. 22-29.

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Ces mois d'hiver ont été très mouvementés au bureau national. En plus des tâches habituelles, nous nous sommes appliqués à l'organisation de trois congrès simultanément: Boston, Martinique et Atlanta. Vous verrez dans ce numéro le programme préliminaire pour le congrès de Boston (pages 21-28), notre 75<sup>ème</sup> congrès annuel. Vous trouverez également tous les renseignements et formulaires nécessaires pour ce congrès qui s'avère déjà fort intéressant.

Je vous conseille de lire attentivement la *French Review* du mois de mai. Ce numéro spécial commémorera la 75<sup>ème</sup> anniversaire de l'AATF avec des messages des anciens présidents et rédacteurs en chef ainsi que des personnalités françaises et québécoises. Vous trouverez également la liste complète des officiers de l'association depuis sa création. En parallèle à ce témoignage concret, nous sommes en train de mettre sur le site Web les archives de l'AATF, boursiers, lauréats, lieux des congrès, membres honoraires, tout fait marquant de nos activités et de notre histoire.

En janvier Jean-Pierre Piriou et moi sommes allés à Paris pour assister à une réunion du Conseil d'administration de la Fédération internationale des Professeurs de Français (FIPF) afin de commencer la préparation du congrès mondial de 2004 qui aura lieu à Atlanta. Le thème du congrès sera «Le Français: le défi de la pluralité». Le comité scientifique sera présidé par Alain Braun (Belgique), Président honoraire de la FIPF, et Christopher Pinet, Rédacteur en chef de la *French Review*. Consultez le site Web de l'AATF à [<http://aatf.utsa.edu>] pour de plus amples renseignements concernant ce congrès et l'appel à contributions qui paraîtra également dans le *National Bulletin* en automne. Comme vous l'avez lu dans le message du Président, nous avons signé un contrat avec le Hilton d'Atlanta. Le congrès mondial de 2004 se tiendra donc au Hilton sur cinq jours, du 19 au 23 juillet 2004.

Je me permets un petit à part sur notre voyage à Paris. Nous sommes arrivés à Paris le 20 janvier, en pleine transition du franc à l'euro. Il était très intéressant d'observer la conduite des gens pendant qu'ils essayaient de s'habituer à la nouvelle monnaie. Déjà un mois plus tard en Martinique, les gens avaient l'air plus à l'aise avec l'euro, et il me tarde de revenir en France cet été pour voir l'évolution. J'ai débarqué à Paris avec 600 francs en pièces dans mon sac (j'avais changé tous les billets en automne), mais j'ai pu me servir de

ma carte bancaire à Roissy pour me munir de quelques euros. Pourtant lorsqu'est venu le moment de payer le chauffeur de taxi, je n'avais que de gros billets. Heureusement, il a bien voulu accepter son pourboire en francs. Un autre chauffeur de taxi avait toujours son compteur en francs, et le soir dans le noir il essayait péniblement à l'aide d'une calculatrice solaire de convertir cela en euros. Puisque l'euro équivaut à environ 10% de moins que le dollar (10 euros = environ 9\$), le calcul était relativement plus facile pour moi que pour lui. J'ai remarqué dans les magasins que les caissiers regardaient très attentivement les pièces qu'ils choisissaient pour rendre la monnaie, et les clients après eux la recomptaient. Cette transition offre une belle occasion d'observer les habitudes profondes des gens en ce qui concerne l'argent qui est une chose tout à fait banale mais qui dénote un symbolisme profond qui reflète les valeurs de base d'une société, le sentiment de bien-être chez l'individu et qui contraint la vie de beaucoup de gens.

Tout aussi passionnante était la visite que Jean-Pierre et moi avons effectuée en Martinique en février. C'était la première fois pour moi, mais ce ne sera assurément pas la dernière. Nous ne pouvons pas encore annoncer des dates précises, mais le congrès annuel de l'AATF aura lieu en Martinique au début du mois de juillet 2003. Nous attendons le résultat de nos discussions avec les compagnies aériennes avant de choisir les dates définitives. Vous pouvez lire le descriptif préliminaire du congrès à la page 5. Je remercie tout ceux qui ont répondu au sondage que j'ai réalisé par courriel. Votre enthousiasme nous encourage, et les données que vous avez fournies nous aideront dans nos négociations.

Visitez régulièrement le site Web de l'AATF à [<http://aatf.utsa.edu>] pour avoir les renseignements les plus à jour concernant toutes les activités de l'association.

Notre campagne de recrutement continue. Bon nombre d'entre vous ont profité de l'offre d'une cotisation gratuite si vous recrutez trois nouveaux membres. Continuez vos efforts pour trouver de nouveaux adhérents. Dirigez les intéressés vers le site Web pour qu'ils s'informent de nos services et du soutien que nous pouvons leur fournir.

Au début du mois de mars, j'ai été invitée à participer à un symposium organisé à *Southern Illinois University* par l'ancien Sénateur Paul Simon, connu pour son soutien pour l'étude des langues étrangères depuis la publication de son livre *The Tongue-Tied American*. Le sujet du symposium

était l'enseignement précoce des langues étrangères. Deux tables rondes ont eu lieu l'après-midi; dans la première, les intervenants ont souligné les raisons pour lesquelles il faut commencer tôt l'enseignement d'une langue, et dans la deuxième d'autres experts ont décrit les difficultés de la mise en place de programmes dans les écoles primaires. Les interventions et commentaires du public ont été résumés en soirée en séance plénière par Richard Brecht, Directeur du *National Foreign Language Center* à Washington, DC, et par sa collègue, Myriam Met. Le lendemain matin je me suis jointe au groupe de travail. Nous avons élaboré des recommandations concernant l'enseignement précoce des langues qui seront disséminées aux législateurs tant au niveau fédéral qu'au niveau des états ainsi qu'aux gouverneurs et à d'autres responsables politiques et éducatifs par le *Public Policy Institute* dirigé par le Sénateur Simon. D'autres membres de l'AATF qui ont participé à cet événement étaient Virginia Gramer (IL) et Myriam Met (MD) ainsi que le Sénateur Simon qui est depuis longtemps membre honoraire de notre association.

Comme on en a pris l'habitude, il faut maintenant penser à l'organisation d'activités pour la Semaine du Français 2002. Pour la quatrième fois, le français sortira de la salle de classe puisque nous voulons attirer l'attention du public sur l'importance mondiale de cette langue et de ses multiples cultures. C'est le moment de signaler la présence d'entreprises françaises et francophones au niveau local, de profiter de la présence de francophones dans votre établissement ou dans votre ville, d'utiliser l'enthousiasme des élèves afin de manifester pour le français. Nous espérons comme en 2001 obtenir un message du Président George W. Bush ainsi que de nombreux gouverneurs et maires. Vous pouvez vous inspirer des différentes idées de nos chapitres et de nos membres que vous trouverez sous la rubrique «Chapter News» (pages 15-16) et sur le site Web de l'AATF.

Je vous demande à toutes et à tous de profiter du printemps et de cet été pour renouveler votre enthousiasme et ensuite faire preuve de votre créativité en observant la 4<sup>ème</sup> Semaine du Français. Venez nombreux au congrès de Boston où nous fêterons la 75<sup>ème</sup> anniversaire de la création de l'AATF.

Jayne Abrate  
Executive Director  
E-mail: [[abrater@siu.edu](mailto:abrater@siu.edu)]

# LA MARTINIQUE NOUS ATTEND POUR LE CONGRÈS DE 2003

«29° à l'ombre. 30° dans l'eau. 50° dans le verre». Les palmiers, la mer, le rhum. Tel est le message sur un T-shirt que j'ai acheté lors de ma visite en Martinique, la plus méridionale des îles françaises aux Antilles. Quoi de plus passionnant, de plus inspirant que de passer un congrès dans un milieu francophone avec de bons collègues sous un soleil tropical et avec vue sur la mer. Prolongeons nos discussions pédagogiques sur la plage avec un ti-punch ou un verre de jus de maracudja.<sup>1</sup> Profitons de la



Vue de la baie de Fort-de-France prise des hôtels.

fraîcheur de la soirée pour regarder au loin les lumières reflétées dans l'eau de la baie de Fort-de-France ou pour faire une petite baignade dans les eaux tièdes de la mer des Caraïbes. Régalons-nous de fruits de mer, de fruits frais tropicaux et de plats typiquement martiniquais. Tout cela et davantage encore nous attend au congrès de 2003 en Martinique.

Je sais que beaucoup d'entre vous désirent plus de renseignements avant de prendre une décision définitive sur votre participation au congrès. Soyez assurés que nous vous les transmettrons dès que nous les aurons. Je vous conseille de consulter régulièrement le site Web de l'AATF où nous afficherons les détails au fur et à mesure que nous les recevrons. Nous travaillons diligemment afin de vous obtenir les meilleurs tarifs aériens et hôteliers possibles. Déjà je peux vous garantir que les hôtels coûteront nettement moins cher que lors de la plupart des congrès tenus aux USA. Nous essayons de vous obtenir des tarifs aériens qui ne seront pas plus chers que d'aller en France. La Martinique n'est pas la porte à côté. Nous avons tendance à penser que parce qu'elle se trouve dans les Amériques, elle est tout près. Mais elle se situe quand même à seulement 440 km de l'Amérique du Sud.

Le lieu que nous avons choisi pour tenir le congrès s'appelle la Pointe du Bout. Il s'agit d'une petite péninsule située juste en face de Fort-de-France à deux pas de la maison natale de Joséphine de Beauharnais. Fort-de-France, qui compte 100.000 habitants, les Foyalais, est construite sur une colline qui donne sur sa grande Baie, et l'aéroport se trouve à mi-chemin par la route entre Fort-de-France et la Pointe du Bout. L'île est équipée de très bonnes routes, mais la circulation de gens qui travaillent à Fort-de-France mais qui

habitent au sud de l'île provoquent des embouteillages fréquents. Pour ceux qui restent à la Pointe du Bout, la meilleure solution est de prendre la navette qui traverse la baie en 15 mn (départ toutes les 30 mn pour environ 5\$ aller-retour; des abonnements sont possibles).

La ville de Fort-de-France est une jolie ville des îles avec une architecture coloniale, des marchés en plein air, des monuments impressionnants tels la cathédrale et la Bibliothèque Schoelcher, le tout protégé par la présence du Fort. Avant 1902, la ville principale de la Martinique était St. Pierre, entièrement détruite par l'éruption de la Montagne Pelée le 8 mai 1902. Plus de 35.000 habitants ont perdu la vie avec un seul rescapé, un prisonnier qui passait la nuit en prison. Quoique la ville ait été reconstruite, elle n'a jamais retrouvé son éclat d'antan, et Fort-de-France a pris sa place. Cette année on marque le centenaire de cette catastrophe.

Il n'existe pas d'hôtel assez grand pour



accueillir tous les congressistes. Donc nous avons préféré la Pointe du Bout où l'on trouve plusieurs hôtels de catégories différentes, de nombreux restaurants et cafés, des magasins et banques, en fait tout ce dont nous aurons besoin pour un séjour agréable. Il est facile de se rendre à Fort-de-France pour ceux qui voudraient faire des courses plus importantes ou pour visiter la ville. Le reste de l'île se visite en voiture ou en excursion organisée.

Les hôtels principaux, le Bakoua avec son ambiance coloniale, le Méridien, d'aspect plus moderne mais avec un magnifique foyer ouvert, et le Carayou, situé sur la pointe de la Pointe, offrent chacun tout ce dont nous avons l'habitude,

climatisation, bons restaurants et restaurants gastronomiques, piscines, téléphones et téléviseurs, mais avec en plus des plages de sable blanc et de tous les côtés des vues inoubliables. Il existe également d'autres hôtels plus petits comme la Pagerie et le Village Créole. Nous proposerons aux congressistes toute une gamme de possibilités de séjour à des prix plus que raisonnables.

Pour obtenir le nombre de chambres qu'il faudra ainsi que le nombre de salles de réunion, nous serons obligés de nous répartir entre plusieurs hôtels. Cependant, fait que j'ai personnellement vérifié, le temps maximal qu'il faut pour se rendre entre les deux hôtels les plus loins est 10 mn. Et 10 mn de promenade extrêmement agréable, si agréable que je crains de voir bon nombre de personnes ne pas arriver à destination. L'appel à contributions paraîtra au moment du congrès à Boston en juillet, sera affiché sur le site Web et sera publié dans le *Bulletin* du mois de septembre. Notez bien que la date limite pour la soumission des propositions sera le **1 décembre 2002**, ce qui nous permettra d'informer les intervenants sélectionnés au courant du mois de janvier pour qu'ils puissent mieux organiser leur voyage. Il y aura certainement plus de propositions que nous ne pouvons accepter. Donc pensez à collaborer avec des collègues afin de permettre au maximum de gens de faire partie du programme. Comme toujours lorsque nous nous retrouvons en terre francophone, nous essayerons de faire intervenir des experts locaux ainsi que des artistes et écrivains.

Le congrès se déroulera sur quatre jours avec une séance plénière dans l'après-midi du premier jour. La séance plénière aura lieu probablement dans Fort-de-France pour permettre à tout le monde d'y assister. Nous



Le front de mer à Fort-de-France.

proposerons des excursions pré- et post-congrès, une excursion en Guadeloupe aussi bien que différentes visites de l'île. Notre politique est de ne pas organiser des excursions en même temps que les sessions pour ne pas attirer les gens hors du congrès. Par contre, tous les hôtels offrent des excursions, visite de l'île, excursions en mer, parties de scuba ou de pêche, etc.

dont peuvent profiter les congressistes ainsi que ceux qui les accompagnent. Autour de l'hôtel se trouvent tous les loueurs de voitures qui offrent souvent des tarifs préférentiels aux clients des différents hôtels. La plupart des voitures sont climatisées, mais les voitures automatiques sont rares et coûtent nettement plus cher.

Les règles de conduite ainsi que la signalisation des routes sont pareilles qu'en Europe, mais les routes sont un peu plus tourmentées étant donné le relief volcanique de l'île.

Département et région de France, les lois



et les services publics en Martinique sont les mêmes qu'en France hexagonale. Depuis le 1<sup>er</sup> janvier, l'euro est l'argent officiel et vous trouverez des guichets des grandes banques françaises, Crédit Lyonnais, BNP, Crédit Agricole, etc. Pour les habitants, la vie est plus chère qu'à Paris car il faut importer beaucoup, ce qui ajoute aux frais de transport. Pourtant, je n'ai pas remarqué que la vie pour le touriste soit bien plus chère qu'en Europe. Bien sûr, c'est plus cher qu'aux USA, mais rien de trop exceptionnel par rapport à

Paris.

La Martinique se trouve à la même latitude que Dakar. Le nom indigène de l'île, Madinina, veut dire l'île aux Fleurs grâce à son climat tropical. Ayant déjà visité St. Thomas et St. Martin, une des premières choses que j'ai remarquée était la végétation luxuriante et les couleurs vives des fleurs.



Une partie de l'île est recouverte d'une forêt tropicale. Le climat est humide, mais la température varie peu, en moyenne 25° C. toute l'année. En juillet, la température s'élève jusqu'à 30° C., et il pleuvra brièvement presque tous les jours, ce qui augmente l'humidité, mais à la plage c'est moins gênant. Et ce n'est pas pire que dans beaucoup de villes américaines comme Atlanta ou St. Louis au mois de juillet.

Nous espérons vous voir nombreux en juillet 2003 au congrès de l'AATF en Martinique!

Jayne Abrate  
Executive Director  
'fruit de la passion

## 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: [[hkt0718@louisiana.edu](mailto:hk0718@louisiana.edu)].

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

## What's New in the French Review?

Vol. 75, No. 6 (May 2002)

The May 2002 issue of the *French Review* is devoted to commemorating the 75<sup>th</sup> anniversary of the AATF. It contains special messages from all living Past Presidents of the AATF, past Editors in Chief, and a number of French and Francophone dignitaries.

Articles include:

- "A Dean of Women Looks at Foreign Language Study" by Melva Lind, reprinted from the February 1952 issue;
- "La *Symphonie pastorale* pour des étudiants moyennement avancés" by Kathryn St. Ours;
- "The *New York Times* Looks at France" by Edward C. Knox;
- "Le 'Changement' du siècle: l'euro" by S. Pascale Dewey;
- "La *Religieuse* de Diderot et la marquise de Laclos" by Brigitte E. Humbert;
- "The Present State of Nineteenth-Century Studies" by Laurence M. Porter;
- "Translation and Imperialism in Assia Djébar's *Les Nuits de Strasbourg*" by Michael F. O'Riley;

And don't forget the many excellent reviews and "La Vie des mots!"

# LE CONGRÈS RÉGIONAL À PHILADELPHIE

“Bienvenue au congrès régional, October 5-6, 2001”

Once again in blinking, rotating lights, the Philadelphia Electric Company (PECO) helped the AATF spread greetings and good wishes to everyone in Philadelphia and to all those who came as either a tourist or a participant at the *Congrès régional*: “Bienvenue au congrès régional, October 5-6, 2001.” The visibility and proof of the importance of French and *la Francophonie* came very much into focus during these two days.

The Sofitel Hotel in the French Quarter of Philadelphia hosted the *Congrès*. Teachers had time to explore the area and visit the shops, many of which are French-based. They also had the opportunity to take a trolley ride to visit the famous Barnes Foundation, a private museum that houses many Impressionist works of art. In addition, participants had the option of a guided visit of French Philadelphia in an open Philadelphia trolley.

Diana Regan, Region IV Representative and Chairperson, opened the *Congrès* with a moment of silence to honor the victims of the September 11 tragedy. She then reminded the audience of the visual similarities between Philadelphia and Paris.

Strolling down the Benjamin Franklin Parkway was like strolling down the Champs-Élysées!

AATF President Jean-Pierre Piriou addressed the membership before introducing the keynote speaker and AATF Honorary Member, Senator André Maman. In his address, Senator Maman spoke of the importance of keeping French alive in the curriculum. He thanked the teachers for the wonderful and important job they are doing in the classrooms. The French Government is grateful. He encouraged them to keep up the good work. At the plenary session, AATF Vice-President



Marie-Christine Koop spoke of the similarities and differences in educational and social issues among both American and French teenagers. Joel Assouline, a well-known local merchant and member of the French-American Chamber of Commerce, addressed the members at Saturday lunch. His topic? What else at that time of year?

*L'arrivée du Beaujolais Nouveau.* Jayne Abrate, Executive Director of the AATF, presented Sylvie Rockmore with the award for 2001 National French Contest Administrator of the Year. Gladys Lipton, AATF Past-President, was recognized for her legacy of *la Semaine du Français*. Chantal Manès, recently appointed *Chef de Service de Coopération universitaire, linguistique*

*et éducatif*, encouraged continued cooperation between the AATF and the French government. Other representatives from the French government included Laurence Émile-



Region IV Representative Diana Regan, President Jean-Pierre Piriou, Executive Director Jayne Abrate, and Senator André Maman at the *Congrès régional* in Philadelphia.

Besse, *Chargée de mission*, and Fabrice Jaumont, *Attaché de coopération au Service culturel*, New York. Danièle Thomas-Easton, Honorary French Consul in Philadelphia, greeted the teachers at dinner on Thursday evening. Both the Philadelphia Chapter of the AATF and the *Congrès* Committee want to express their thanks and gratitude to Mme Thomas-Easton for her continuing support of and interest in AATF activities.

In addition to dynamic and informative addresses, trolley rides, and access to

vendors, participants had a choice of 40 workshops. Topics ranged from classroom teaching techniques, presentation of literature and poetry in the classroom, *la Francophonie*, use of the Internet, and FLES. Participants were also treated to a wine and cheese reception offered by McDougal Littell, Inc.

Many of the Region's Chapter Presidents attended the *congrès*, and several presented workshops: Alice Cataldi, Delaware; Loreta Chirico, Philadelphia; S. Pascale Dewey, Lehigh Valley; Viviane Levy and Marie-Laure Hollander, New Jersey; Nicole Minnick, Maryland; JoAnn L. Piotrowski, Susquehanna Valley; Sylvie Rockmore, Pittsburgh. Harriet Saxon, President of the New York Metropolitan Chapter and Helen Lorenz, Region VIII Representative from Texas, were also among the attendees.

The *Congrès* was a wonderful success as expressed by the attendees in their evaluations. The following comments were taken from a self-evaluation written by Lidia Saldanha, a student of Diana Regan and a first-year teacher. Lidia is fluent in Portuguese and Spanish but prefers to teach French. She wrote: "... I read that teachers learn best from other teachers. I would like to add to the statement: teachers can be inspired by other teachers. I feel that attending the *Congrès régional* 2001 had a great impact on me. After listening to the ideas and suggestions of other teachers at the *Congrès*, I was extremely inspired by their expertise. I wanted to try everything they suggested. With the support of other teachers, staff, and parents at the New Foundations Charter School, we celebrated National French Week. It was a difficult task, but all the hard work paid off. National French Week had a great impact on my students. They are more interested in French since the celebration. Everyone enjoyed the experience. As for me, I feel that it was a wonderful learning experience. I think of myself as a constant learner, and I will always listen to suggestions, for many may be as effective as the ones I heard at the *Congrès*."

On a personal note, I would like to thank everyone who worked and who gave their time in order to ensure the success of the *Congrès*. There could not have been a better team.

Diana M. Regan  
Region IV Representative



## FLES! SPREAD THE WORD!

Everyone is talking about it!  
Tell your friends!  
Call every school!

FLES =

**F**oreign **L**anguage in **E**lementary **S**chool



### Spread the word!

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

*Every school has a winner!  
Even the youngest students can shine!*

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

These children are:

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

•Help us find those teachers who haven't joined AATF who would like the opportunity to share ideas and resources with other elementary foreign language teachers (FLES).

•**AATF** provides support, pedagogical workshops, publications, the National French Contest, and a network to help interact with other French teachers at this level.

*National French Contest*



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

## SPREAD THE WORD!



# 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: *Forward with FLES\****

This 11-min. video encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15.00 (member)/\$18.00 (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

**Tee-Shirt: *La Francophonie: le monde à votre portée***

This green T-shirt with white lettering celebrates *La Francophonie*. \$10.00

**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)

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 3/1/02



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**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
_____ Navy Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
	(add an additional \$1 for XXL)	
_____ Green Tee-Shirt @ \$10	L XL XXL (circle size required)	_____
	(add an additional \$1 for XXL)	
_____ Video @ \$15/\$18		_____
	Open Your World / Forward with French / Forward with FLES* (please circle)	
_____ Travel Guide @ \$12/\$15		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

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

**Name** \_\_\_\_\_

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

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

# HIGHLIGHTS OF THE AATF CONVENTION IN BOSTON, JULY 11-14, 2002

## Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 36 for requirements and registration information. You may register using the Convention Registration Form.

## Hotel

The convention hotel is the Boston Park Plaza, located at 64 Arlington Street, in Boston, Massachusetts. We have negotiated a rate of \$155 + tax for single/double rooms, \$175 + tax for triple, or \$195 + tax for quad rooms. See information on page 43 for making your reservation. Reservations must be made by **June 10, 2002** to receive the convention group rate.

## Roommate List

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

## Getting There

### Airline

We do not have a specific arrangement with any airline. Most major airlines offer service to Boston, and Southwest Airlines offers service to nearby Providence, RI.

### Ground Transportation

Transportation from Logan International Airport to the hotel via subway, shuttle service, Back Bay Coach or taxi. For more information on local transportation, consult the AATF Web site at [<http://aatf.utsa.edu>].

## Other Activities

### Thursday, July 11 (12:30-2:00 p.m.)

#### Welcome Luncheon

The Welcome Luncheon has become a popular feature of our convention. Hosted by the Regional Representatives, attendees are seated by region. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. A great way to begin the meeting. Menu: Green salad with cherry tomatoes, cucumbers, and roasted shallot honey vinaigrette; Penne pasta with rapini, red peppers, portabella mushrooms, and sun dried tomatoes; yellow squash, carrots, and sugar snap peas; herb crusted tomato; key lime pie. \$35 per person. (Spouses and guests welcome; pre-registration required).

### Thursday, July 11 (4:00-7:00 p.m.)

#### Exhibit Opening

Our exhibit hall, featuring over 50 exhibitors, will open from 4:00-7:00 p.m. and close with a wine and cheese reception sponsored jointly by the AATF and the Cultural

Service of the French Embassy. Celebrate the ending of the first day of the convention, and see what our exhibitors and sponsors have to offer.

### Thursday, July 11 (beginning at 7p.m.) "All you can Eat New England Clambake"

After the exhibit opening, join fellow AATF members for a Clambake at Legal Sea Foods, just across the street from the hotel. Menu includes clam chowder, steamers, and a quarter-pound lobster, roasted red potatoes, cole slaw, rolls and butter. Cash bar available. (\$57 per person, spouses and guests available; pre-registration required)

### Friday, July 12 (6-11 p.m.)

#### Bastille Day Celebration Sponsored by the French Library

The French Library and Cultural Center and the *Alliance Française* of Boston and Cambridge cordially invite the members of the AATF to join them for their traditional Bastille Day celebration. This *fête populaire* is the trademark of the FLCC and Boston's French community and features a block party on Marlborough Street in Boston's historic Back Bay with lively music, dancing, *pique-nique en ville*, beer and wine. For more information, consult [<http://www.frenchlib.org>]. (\$20 per person, spouses and guests welcome; pre-registration required).

### Saturday, July 13 (7:00-9:00 p.m.)

#### AATF Awards Banquet

Join us to celebrate a successful convention at the AATF Awards Banquet and as we honor the achievements of our members during 2002. Menu: Clam chowder; Chicken breast stuffed with spinach, prosciutto, mushroom, and sundried tomatoes; asparagus and roasted red peppers; Anna potatoes; *crème caramel*. (\$50 per person; spouses and guests welcome; pre-registration required).

### Saturday, July 13 (9:00 p.m.)

#### La Joie de vivre: chansons du folklore franco-américain

Venez écouter Josée Vachon, compositeur/interprète. Ses chansons franco-américaines traditionnelles et originales reflètent la culture et l'histoire du Québec, de l'Acadie et de la Nouvelle Angleterre. (\$10 per person, spouses and guests welcome)

## Workshops

We are pleased to offer seven three-hour workshops on a wide variety of topics during the convention. The cost for each workshop is \$25 per person. The full workshop descriptions can be found on page 39.

## Pre-Convention Workshop

### The New French Syllabus: Integrating New Technologies Seamlessly

CD-ROMs, Web sites, DVDs, and interactive programs are becoming more commonplace in the French language classroom and in the language laboratory. At the same time, the rapid rate of technological change and the demands on teachers brave enough to try these new approaches appear to have created a complex world of technological hardships, incompatible software, and uncooperative computers. Moreover, some of the technologies, while seductive during a demo in a well-equipped language lab, often turn out to be impractical within the confines of the classroom.

This workshop aims at bridging the gap between the dream of a well-integrated syllabus, making use of all the latest bells and whistles, and the reality of our daily teaching life, that is to say the everyday pedagogy of the language classroom. Participants will be shown easy techniques that allow for a smooth integration of particular technologies as well as tips on how to best prepare students to work with these technologies.

One month before the conference, a special Web site, only for workshop registrants, will be created to collect information about their own practices so as to better tailor the workshop to their particular needs and levels of expertise. Some technical questions will be answered on-line both before and after the conference. During the afternoon session, participants will also be getting tips and demos from various CD-ROM publishers. They will also have access to a full listing of vendors, tip-sheets, and other practical tools that will enhance their own pedagogy.

The workshop will take place on the MIT campus and be directed by Shoggy Waryn who teaches French and Multimedia at Brown University in the French Studies Department. He has worked at Smartplanet.com and WebCT and was part of the development team for CULTURA with Professors Furstenberg and Levet at MIT. After the conference and through November 2002, participants will have access to the Web site and will get help installing any of the software they have decided to adopt as well as any other problems they may encounter in the areas covered by the workshop.

The cost of the full-day workshop will be \$125 per person. Breakfast and lunch are included in the cost of the workshop. Conducted in French. Pre-registration is required.

# NATIONAL FRENCH WEEK 2002

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

We will again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts, and invitations) available for distribution by August 1 (see page 14). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

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

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

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

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

## CELEBRATE NATIONAL FRENCH WEEK



### NOVEMBER 7-13, 2002



#### NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2002 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- Request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 42) or National French Week items (page 14);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START  
NOW!**

# MOTS CHASSÉS:

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Exercices se rapportant à « La Vie des mots », *The French Review*, Vol. 74, No 4 (March 2001). Le corrigé se trouve à la page 35.

I. Trouver des questions pour les réponses suivantes.

1. Seulement Rose et son mari ont fait zéro faute à la dictée.
2. Mon voisin ne peut acheter cette belle Toyota car il est fauché comme les blés.
3. Il a donné un «dessous-de-table» à une «grosse légume».
4. «Raconter des salades» à son épouse n'est pas une bonne chose.
5. «Picoler» lui a valu un cancer du foie.
6. Je me suis battue bec et ongles avec ma collègue américaine.
7. On dit de lui qu'il n'«a pas un radis».
8. Son nez d'ivrogne ressemble à un véritable chou-fleur.
9. Elle passe son temps à lire des feuilles de chou.
10. «Patate» est le mot familier pour pomme de terre.

II. Insérer la préposition ou la locution prépositionnelle voulue.

1. La prof «en est restée comme deux ronds \_\_\_\_\_ flan».
2. Je voudrais partager mon expérience \_\_\_\_\_ vous.
3. Il a fait faire une dictée \_\_\_\_\_ des dizaines de congressistes.
4. «Occupe-toi \_\_\_\_\_ tes oignons»!
5. Je ne sais pas où j'en suis; je «patine \_\_\_\_\_ la choucroute.»
6. L'usage penche \_\_\_\_\_ le masculin.
7. \_\_\_\_\_ le congrès nous avons fait une dictée intéressante.
8. \_\_\_\_\_ à présent les gendarmes n'avaient jamais fait la grève.
9. «Va m'acheter un camembert \_\_\_\_\_ le fromager du marché.
10. Stanislas Leczinski est \_\_\_\_\_ origine polonaise.

III. Trouver cinq expressions familières (soit dans cet article soit dans votre dictionnaire) où le mot «chou» intervient.

IV. Choisir le mot juste parmi les quatre proposés pour compléter la phrase.

1. poires            tomates            raisins            pommes  
Julie était si faible qu'elle tomba dans les \_\_\_\_\_ .
2. oignon            champignon    chou            légume  
Appuie sur le \_\_\_\_\_, nous sommes en retard.
3. citron            poireau            flan            chou-fleur  
J'en ai assez de «faire le \_\_\_\_\_»; il est tard; je m'en vais.
4. pomme            pivoine            rascasse            patate  
Tu as dû courir, tu es rouge comme une \_\_\_\_\_ .
5. poireau            radis            blé            navet  
Il a peur de tout, il a du sang de \_\_\_\_\_ .

Colette Dio, Nancy, France

## UNIVERSITÉ D'ÉTÉ 2001, STAGES PÉDAGOGIQUES À TOULON, FRANCE

### MARK YOUR CALENDAR! WORLD CONGRESS OF FRENCH TEACHERS

**ATLANTA  
JULY 19-23,  
2004!**

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

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

As a lucky recipient of an 2001 AATF Summer Scholarship to France, I had a wonderful opportunity to spend three weeks at the *Campus international* of Toulon in Provence. The global topic of the *stage* for teachers was "Amélioration des compétences linguistiques."

Every day the participants had four hours of classes on language, methodology, and different aspects of social life in France, among others holidays and celebrations, family, songs as a reflection of society, the new law on the 35-hour work week and the first results of its implementation, mass media, movies, TV, new and traditional "fooding," etc.

After the classes we could work at the library or use the computer lab, or at extra cost participate in "Découverte de la Provence" excursions organized by the *Campus international* in the afternoon. Many of us joined this program. We visited picturesque *villages perchés*, so abundant in this region, monasteries, local honey and chestnut farms, markets, parks, a

museum of *santons*. The center also organized three Sunday trips for us at no extra cost to Marseille and Cassis, Avignon and l'Île de Porquerolles. We had a great time together with French teachers from many countries while working, sharing our professional experiences, and discovering one of the most beautiful regions of France.

The director of the *Campus*, Marie-Laure Lions-Olivieri, and all the staff worked hard to make our stay in Toulon a truly educational and pleasurable experience. I want to express my sincere gratitude to the AATF for this opportunity, and I want to recommend the *Campus international* to French teachers without any reservations.

For information about *Campus international*, contact me at [olgen@mediaone.net] or contact the *Campus* directly at [http://www.campus-international.fr].

Olga Shaknovsky  
Andover Public Schools  
(MA)

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



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

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

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

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

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

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

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

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

# CHAPTER NEWS

## CHICAGO/NORTHERN ILLINOIS

After announcements by President Rosalee Gentile and a brief talk by Timothy Young on the services available at the French Government Tourist Agency, our winter program at the *Alliance Française* of Chicago featured a presentation by Marie-Claire Caravati of the *Alliance Française* faculty on the role of childhood in the films of François Truffaut, one of the foremost *cinéastes* of the *Nouvelle Vague*. Mme Caravati illustrated her presentation with clips from *Les 400 Coups*, *L'Argent de poche*, and *L'Enfant sauvage*, choosing scenes particularly appropriate to most of the 60 persons in attendance because they all dealt with teaching—the first two in classrooms and the third in a home setting. Education in all its aspects is a particularly significant theme in Truffaut's work, as is alienation—pervasive in the three films studied. François, born to an 18-year-old unwed mother, raised by his *nourrice* and his grandmother and adopted by a man he assumed for a long time to be his natural father—only to be shocked upon learning that he wasn't—discovered early the vast importance of love in human relationships and exemplified it in his movies, as he did the problem of death.

Following a coffee break, Mme Caravati resumed her discussion and took questions from the audience.

Next on the program was a *tombola* whose winners were Michèle Gragg, Marda Gross, Mary Lou Jenks, Cathy Kendrigan, Marie-Simone Pavlovich, new executive council member Nancy Roesner, Zaneta Riff, and Sharon Scott.

Mme Gragg was indeed a winner that day, for the final event before wine and cheese was the conferring on her of the rank of *Officier dans l'Ordre des Palmes académiques* by Dominique Decherf, *Consul général auprès de l'Ambassade de France à Chicago*. Michèle, who retired last year, was richly deserving of the award, having been a highly active member of the chapter—both on the executive council and off. In 1991 she received the *Prix du chapitre* at the university level. She taught for 20 years at what was at first Rosary College, later Dominican University. She was and is instrumental in the creation and development of the Chapter's Immersion Institute for French Teachers, to be held this year June 17-28 at the *Alliance Française*.

Present to witness her receiving the award was her husband Gene, president of the Oriental Institute; Sister Jean Murray, French department chair and former president of Rosary; and Florence Zamsky,

Michèle's replacement at Dominican and new chapter member.

*Chapeau* once more to Jane Castle and her committee for that snow-covered Saturday program of cinema and ceremonies! Our spring program May 4 at Mon Ami Gabi, a restaurant in Oak Brook, will feature Kathryn Bulver of Eastern Illinois University who will discuss and play excerpts of French songs of the past two years, intermingling useful, classroom-friendly activities based on those songs.

Backtracking to November, our National French Week was replete, and then some, with activities which started before and lasted after the week itself. An art poster contest, organized by Carolyn Dunoon of East Leyden High School with assistance from Robin Jacobi of Hoffman Estates High School, had as its theme "Le français me fait rêver de..." The contest kicked off our events in October, and the entries were displayed in the lobby of the Hotel Sofitel in Rosemont. Lisa Nordmeyer of West Leyden High School handled the prizes.

There was a day of enrichment for high school teachers of French hosted by Janine Spencer, Marie-Simone Pavlovich, and colleagues at Northwestern University. The French Winemakers' dinner, also organized by Carolyn Dunoon and hosted by Pierre-Louis Giacotto, Director of Sales and Marketing at the Sofitel, was partaken of by 25 *gourmands* in the hotel's Café de Paris. A computer *concours de connaissances* organized by Mary Lou Jenks, chapter secretary from Morton East High School, drew almost 1000 participants. On November 14, thanks to the hard work of former chapter president Anne Hebert, *La Compagnie Claude Beauclair* presented a program at Morton East High School entitled *Pour faire le portrait de Prévert* on the work of the famed poet and screenwriter. Almost 450 tickets were sold for the event.

All the other in-school happenings are too numerous to mention. As an example, those held at Barrington High School under the auspices of another former chapter president, Margot Steinhart, ranged from a student fundraiser netting \$1200 for *Médecins sans frontières* to a *fleur-de-lys* contest in two categories: edible and non-edible. A reception festooned with balloons in French colors and matching table decorations featured madrigal singers in Medieval costumes performing a medley of French songs and a trivia contest with French prizes. During all-school announcements the French club officers took turns speaking of French contributions to

world culture and science. Quiz questions were read and printed in the school bulletin each day. AATF promotional brochures were distributed. The officers wore AATF National French Week slogan tee-shirts one day, and all students were encouraged to wear tricolor clothes. AATF National French Week posters were on display in the halls, and two large display cases contained items reflecting the Francophone world.

Our *distribution des prix* for the *Grand Concours*, administered by council Vice-President Ted Haldeman of Homewood-Flossmoor High School, will be held May 25 at Dominican University.

John Tomme

Waubensee and Kishwaukee Colleges

## METROPOLITAN NEW YORK

Schools and universities throughout the New York Metropolitan region celebrated National French Week with delightful and interesting activities. These involved teachers and students from primary classes to the university level, with special events which also involved entire communities.

The Globus Lecture Series of Baruch College sponsored an outstanding lecture during National French Week by Dr. Myrna Delson-Karan, Professor of French at Fordham University and AATF Region I Representative, on "Gabrielle Roy: Québec Novelist and Educator, A Legacy in Fiction." Dr. Delson-Karan presented, *Ces Enfants de ma vie*, the fictionalized reminiscences of Gabrielle Roy's experiences as a teacher in the prairie schools of Manitoba. Film clips from Léa Pool's film *Gabrielle Roy* were also shown. A reception followed the lecture which was organized by Dr. Debra Popkin, Professor of French at Baruch College, and the lecture was also co-sponsored by the Department of Modern Languages and Comparative Literature and the AATF Metropolitan New York Chapter.

The Queens Borough Public Library hosted many activities during National French Week which were organized by the Director of the New America Program, Fred Gitner. These included the presentation of "Haitian Jazz with Mozayik," a film of Ngangura Mweze and Benoît Lamy (Zaire/Belgique), *La Vie est belle*, and "La Musique et danse traditionnelles d'Afrique de l'ouest fused with tap dance by Feraba." The wonderful and exciting programs were held in collaboration with the AATF.

The Horace Mann School, Riverdale, NY celebrated National French Week with activities that involved the entire school community. French teacher Jacqueline

Friedman and the French Department organized week-long festivities which included the decoration of the entire school with French flags and posters of French monuments and important people in the history of France: Napoléon, Louis XIV, Marie-Antoinette, and Charlemagne. All the students in the school attended an afternoon program of French songs, "Deux leçons rapides d'histoire: Louis XIV et Napoléon," and comedy sketches. Each day the French-decorated cafeteria served a *menu français* of quiche, *soupe à l'oignon*, and *mousse au chocolat*. *Bon appétit!* Madame Friedman's classes also participated in the *Concours de la Statue de la Liberté* as part of the Week's activities.

Congratulations to Margherita D'Anna, French teacher at Edward A. Murrow High School in Brooklyn, NY, who received a \$500 AATF Small Grant for her outstanding activities for her classes during *la Semaine du Français*. During the week, announcements were made in French which reminded the student community of National French Week and the Contest which involved the entire school. Each day five questions were distributed to students with questions such as: "Who is the President of France?" and "Name the Disney movies titled *La Belle et la bête*, *Blanche Neige*, and *Cendrillon*. Other questions included "Name five French words used in cooking." The first person who answered correctly received a prize (a cookbook, a calendar of France or a French artist, etc.). Winners and answers were posted daily. A "Create a Poster" Contest was held with posters on display throughout the school. The themes were: geography, sports, food, culture, and teaching French.

Two important food events were held which included the sale of croissants, cookies, and candies. Two very successful events were the French cooking sale which included recipes prepared by the students such *bœuf bouguignon*, chicken fricassée, and crêpes. The school lobby was decorated with balloons. The second special event was "Take a Picture." A student made a life-size cardboard cutout of Marie-Antoinette (*sans tête*), and this was used for photos taken with a Polaroid camera. All the activities were received with great enthusiasm, and students are now planning a *Cercle français* and look forward to another *Semaine du Français!* Bravo!

The Metropolitan New York Chapter sponsored *le Concours de la Statue de la Liberté* in collaboration with the AATF Chapters of the region and the New Jersey AATF Chapter. Our most sincere thank you to the *Service culturel de l'Ambassade de France*, its staff, and Fabrice Jaumont,

*Attaché de Coopération éducative*, for their assistance in our organization and success



Réception au Service culturel de New York: Dr. T.F. Chen, artiste, et Jehan-René Gehan, Conseiller culturel.

of the *Concours*. We are also most appreciative to Jehan-René Gehan, *Conseiller culturel*, and to Chantal Manès, *Chef du service de Coopération universitaire, linguistique et éducative*, for their support and enthusiasm for the *Concours*. We would also like to thank the AATF National Office for the \$500 Small Grant which the Chapter received to help the *Concours*.

The theme of the *Concours* was "*La Statue de la Liberté salue le 3<sup>ème</sup> millénaire/ The Statue of Liberty Salutes the Third Millennium*," and the idea of the Contest was to create a poster, a model, or a poem using the Statue of Liberty and based on the idea that Auguste Bartholdi has been commissioned to design the Statue in the year 2001. The Contest marked the 115<sup>th</sup> anniversary of the inauguration of the Statue of Liberty in New York City on October 28, 1886 by President Grover Cleveland, joined by Joseph Pulitzer. All French students in grades K-8 were invited to create "a third-millennium look" for the Statue, and students in grades 9-12 had a choice between creating a model of the Statue or writing a short poem.

Support for the Contest was given by Diana Pardue, the Chief of the Museum of the Statue of Liberty, the *Musée Bartholdi* in Colmar, France, the Statue of Liberty Collector's Club, and the noted artist, Dr. T.F. Chen, who so generously presented the winners of the *Concours* with autographed copies of his outstanding art

book on the Statue of Liberty. Participants from every grade level in the tri-state area submitted outstanding poems, posters, and statues, and so many entries were influenced by the horrific events of September 11. The winning entries will be on display at the Museum of the Statue when the Statue reopens, and a ceremony is presently being planned at the Statue for the participants in the Contest. A special thank you to all the teachers and students who participated in this special *Concours*. Student winners with their parents, teachers, and school administrators were welcomed and congratulated by Monsieur Jehan-René Gehan and Fabrice Jaumont, Dr. Chen, and Diana Pardue. They received gifts and certificates, and an elegant musical reception followed to honor the 41 winners of the *Concours*. The judging of the *Concours* had been held at the *Service culturel* of the French Embassy with a specially selected committee.

A very special thank you to our friend in France, Guillaume Odin, who initially developed and collaborated with the ideas of the Metropolitan New York Chapter to initiate the Contest which we had never imagined would be so changed with the events of a single day. *Merci beaucoup* to all our colleagues and friends throughout the world who sent messages and their kind thoughts to the Chapter after September 11. We were so appreciative of your letters and notes.

Harriet Saxon  
President



Réception au Service culturel de New York: (de g. à dr.) Harriet Saxon, Diana Pardue, students Philip Zaorski, Gia O'Keefe, *Attaché de coopération éducative* Fabrice Jaumont, and teacher Constance De Fazio.

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 7-13, 2002**  
*Take French out of the  
classroom and into the  
community!*

# OPEN LETTER FOR TEACHERS OF FRENCH<sup>1</sup>

This spring most American teens will be deciding what courses they should take this fall. As a long-time teacher of German, French, and Spanish, I urge all students and their parents to take very seriously the choice of a foreign language. In the past decade there has been a landslide of students opting for Spanish, maybe under the mistaken notion that it is the easiest of the foreign languages, or else thinking that it is the most useful. I am deeply concerned that those misconceptions are eroding America's ability to function on both the national and the international scene. At a time when we should be offering even more foreign languages, such as Chinese, Japanese, Russian, and Arabic, in order to promote effectively our political, humanitarian, and economic interests abroad and at home, we are seeing Spanish enrollments soar to the detriment of the other languages offered.

I have studied and taught Spanish and other languages for decades now, and have a deep and abiding love of the Spanish language and Hispanic literatures and cultures. However, I know positively that Spanish is not one bit easier than French or German. Any language poses its own challenges and requires time and effort to master (just think of how long it takes even native speakers of English to master its spelling, vocabulary, and grammar!). But do students signing up for Spanish this year realize that it has by far the most words for "you?" Six, when you consider all the very different types of Spanish spoken in Mexico, Spain, and Argentina. German has three, and French has two words for "you." German has only one type of verb, whereas Spanish, like French, has three different types, each with its own set of endings. But only in Spanish are these endings absolutely crucial to the meaning of the sentence, since you usually leave out the subject pronoun in Spanish. Spanish has two present tenses (English has three), whereas French and German have only one. German and Spanish are equal in their difficulty in spelling. French is probably harder to spell, but still not nearly as difficult as English. But Spanish has the additional complication of frequent accent marks that often change completely the meaning of the word. German has the reputation of being so difficult because of all the adjective endings and articles, but the endings don't usually change the meaning (a German will understand you even if you drop them completely), and if you use the wrong word for "the" in German, you are still readily understood.

But Spanish is so useful, I hear people

say! Look at the growing number of Hispanics in the U.S. now. Yes, they are right; there are a lot of Hispanics here now, and if you sense that a student has leanings toward working in a public arena such as a hospital, police force, or retail store, then Spanish may prove to be the best language to have studied when he or she interacts with Hispanics here who have not yet learned English. But Hispanics do not move here so that we can practice our Spanish! Most of them want to become fluent in English as soon as possible, while keeping their cultural identity, just as other immigrant groups have historically done. It is to their economic advantage, just as it is to America's advantage that we have a work force with fluency in various languages. But how about when we travel? Doesn't almost everyone in the Western Hemisphere speak either English or Spanish? Not in places like Eastern Canada, French Guyana, Martinique, Guadeloupe (French), Brazil (Portuguese), or Surinam (Dutch). In Europe, one's knowledge of Spanish will help only in Spain, as I know from many trips. Of the languages typically taught in American secondary schools, French is actually the most widely spoken language worldwide. Think of all the people in the U.S. who work for multinational companies with strong connections to Europe or the Orient, such as Daimler-Chrysler, Gore, Ciba-Geigy, DuPont, and Dade-Behring. As the economy gets tighter and companies downsize and merge, a lot of middle management jobs are cut, and the Americans have to work directly with their counterparts around the world. They need to know European, Asian, or African customs and have at least some basic conversational skills instead of arrogantly expecting their colleagues always to speak English.

Why do most college-bound Americans take a foreign language in secondary school? It is because many colleges still wisely have an entrance requirement of a minimum of two years of the same foreign language. The institutions of higher learning understand that learning a foreign language gives the students huge advantages, not only in getting a job but also in both intellectual and practical ways. Most large university libraries, for instance, have an amazing number of non-fiction books and periodicals in German, French, Italian, etc. for students to use in their research. It is marvelous to be able to read literature, too, in the original, be it in Spanish, French, Italian, German, Latin, or any other language. How satisfying it is to be able to

pronounce correctly the name of a French wine or entrée or cooking term and to know what it means. Music lovers know that most operas are in Italian, German, or French.

Many things should be considered when choosing a foreign language to study. Parents, teachers, and guidance counselors must insist that the student make his or her choice deliberately and carefully. What are the student's own aptitudes and weaknesses? What type of work might he or she be doing in the future? Might the student have an interest in learning the language of his own ethnic heritage? Ultimately, the student should be allowed to take the foreign language that he really wants to take, whatever the reason, in order to have a positive attitude and to be successful in the course. Even the best teachers have a difficult time inspiring students who were pushed into the course.

America's economic, political, and even military might is closely linked to our being able to work with many cultures and many languages, as we can see now more than ever in our multinational corporations and in our current military efforts with our allies.

America deserves a citizenry that is able to function in more and more world languages, not just in English and Spanish.

Alison K. Matsen

Middletown High School (DE)

<sup>1</sup> Please copy this letter freely and distribute it to guidance counselors, parents, administrators, and students.

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## NEW PUBLICATION

The AATF Commission on French for Business and Economic purposes is pleased to announce the publication *Frost in France: An American Recycling Company Negotiates a Joint Venture in France*. *Frost in France* is a role-play simulation designed to teach cross-cultural negotiation strategies. Maureen Maguire Lewis (the Fuqua School of Business, Duke University) is the author of the 80-page simulation. *Frost in France* is designed to teach undergraduate, graduate, and MBA-level students cross-cultural understanding, negotiation skills, communication and behavior adaptation, and environmental issues in France and the U.S. *Frost in France* was developed through funding by the U.S. Department of Education's International Research and Studies Program grant to the AATF and the Commission. For more information on *Frost in France* contact the San Diego State University CIBER Web site at [<http://www-rohan.sdsu.edu/dept/ciber/frost.html>].

# AATF 2002 EXECUTIVE COUNCIL

**Jean-Pierre Piriou, President [2003]**

Dept. of Romance Languages  
University of Georgia  
Athens, GA 30606  
Fax: (706) 542-3287  
E-mail: [jppiriou@uga.edu]

**Jayne Abrate, Executive Director [2003]**

AATF, Mailcode 4510  
Southern Illinois University  
Carbondale, IL 62901-4510  
Phone: (618) 453-5731  
Fax: (618) 453-5733  
E-mail: [abrate@siu.edu]

**Brenda Benzin, Vice-President [2002]**

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

**Margaret Marshall, Vice-President [2003]**

Dept. of Foreign Languages & Literatures  
Southeastern Louisiana University  
Box 10719  
Hammond, LA 70402  
Fax: (504-549-3088)  
E-mail: [mmarshall@selu.edu]

**Eliane Kurbegov, Vice-President [2004]**

Dr. Michael Krop Senior High School  
1410 NE County Line Road  
Miami, FL 33179  
Tel: (305) 652-6808  
Fax: (305) 935-6208  
E-mail: [ekurbegov@aol.com]

**Christopher Pinet, Editor in Chief, French Review [2004]**

409 West Morrow  
Bozeman, MT 59715  
Fax: (406) 587-8490  
E-mail: [umlcp@montana.edu]

**Clyde Thogmartin, Managing Editor, French Review [2004]**

Dept. of Foreign Languages  
300 Peason Hall  
Iowa State University  
Ames, IA 50011  
Fax: (515) 294-9914  
E-mail: [cthogmar@iastate.edu]

**Jane Black Goepper, Editor, National Bulletin [2004]**

2324 Park Avenue, #34  
Cincinnati, OH 45206  
Fax: (513) 861-5572  
E-mail: [jbg@fuse.net]

**Sidney L. Teitelbaum, Director National French Contest [2004]**

P.O. Box 32030  
Sarasota, FL 34278  
Fax: (941) 364-9820  
E-mail: [sidteit@webtv.net]

**Myrna Delson-Karan, Region I Rep. [2003]**

Dept. of Modern Languages & Literatures  
Fordham University  
Faber Hall, Room 553  
Bronx, NY 10458-9993  
Fax: 718-817-2655  
E-mail: [delsonkaran@yahoo.com]

**Joyce Beckwith, Region II Rep. [2002]**

159 Main Street, Apt. 37A  
Stoneham, MA 02180  
E-mail: [mmejoyb@aol.com]

**Georgette Schmidt, Region III Rep. [2003]**

Jamesville Dewitt High School  
Edinger Drive  
Dewitt, NY 13214  
E-mail: [gschmidt@twcny.rr.com]

**Diana Regan, Region IV Rep. [2004]**

411 Dartmouth Road  
Bryn Mawr, PA 19010  
E-mail: [dregan10@hotmail.com]

**Danielle Raquidel, Region V Rep. [2003]**

Fine Arts, Languages & Literatures  
University of South Carolina  
800 University Way  
Spartanburg, SC 29303  
Fax: (864) 503-5825  
E-mail: [draquidel@uscs.edu]

**Valérie Lastinger, Region VI Rep. [2004]**

West Virginia University  
P.O. Box 6298  
Morgantown, WV 26506-6298  
Tel: (304) 293-5121  
Fax: (304) 293-7655  
E-mail: [vlasting@wvu.edu]

**Ann Sunderland, Region VII Rep. [2002]**

Truman High School  
3301 South Noland Road  
Independence, MO 64055  
E-mail: [asunderland@indep.k12.mo.us]

**Helen Lorenz, Region VIII Rep. [2004]**

4120 Eldorado  
Plano, TX 75093  
E-mail: [helenlor@usa.net]

**Suzanne Hendrickson, Region IX Rep. [2002]**

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

## AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and *Hexagone* medals are \$5.25 each. They are 1-inch in diameter, blue, gold, and white *cloisonné* enamel. The other medals are bronze medals from the government mint in Paris. The smaller, 32 mm in diameter, displays *Les Armes de Paris* for \$18. The larger, 41 mm in diameter, has *La Minerve* and is \$22. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Please print.

Name \_\_\_\_\_ Telephone: (Home) \_\_\_\_\_

Address \_\_\_\_\_ (Work) \_\_\_\_\_

Quantity	Quantity
_____ Washington/Lafayette @ \$5.25	_____ <i>L'Hexagone</i> @ \$5.25
_____ <i>Les Armes de Paris</i> @\$18	_____ <i>La Minerve</i> @ \$22

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

Check the Materials Center (page 46) for other promotional items.

# AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## 75<sup>th</sup> ANNUAL CONVENTION: BOSTON, JULY 11-14, 2002

**Please print all information.**

Name: \_\_\_\_\_ School Affiliation: \_\_\_\_\_  
(as you would like them to appear on your badge)

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

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country \_\_\_\_\_ Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_

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

### CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, and a *malette du congrès*. The Pre-Registration fee will be accepted if postmarked by **June 10, 2002**. After this date, the late registration fee will apply.

- |  |                                 |       |
|--|---------------------------------|-------|
| • Pre-registration fee (if postmarked by June 10)  | \$125 US                        | _____ |
| • 2002 Membership in AATF (required if you are not already a member for 2002)  | \$45 US                         | _____ |
| • 2002 First-time membership in AATF, if you have never been an AATF member<br>(This offer is good only on pre-registration. It will not apply on-site.) | \$0-included in<br>registration | _____ |
| • Late or on-site registration fee (after June 10)   | \$160 US                        | _____ |
| • Emeritus registration (must be an AATF Emeritus member)  | \$60 US                         | _____ |
| • Student registration (includes AATF membership for 2002-2003)  | \$60 US                         | _____ |
| • Friend/Guest of AATF member (must not be a French teacher)   | \$75 US                         | _____ |

Please provide name of friend/guest(s) \_\_\_\_\_

#### SUB-TOTAL REGISTRATION FEES:

\_\_\_\_\_

### WORKSHOPS

Descriptions of the workshops can be found on p. 39 of this issue.

#### **Pre-convention Workshop:**

Wednesday, July 11 (a.m.-p.m.)

“The New French Syllabus: Integrating New Technologies Seamlessly” (Shoggy Waryn) \$125 US \_\_\_\_\_

#### **Workshops:**

Thursday, July 11 (1:30-4:30 p.m.)

W115: “L’Interculturel dans la classe de français: modules interactifs” (Céline Poulin-Lape) \$25 US \_\_\_\_\_

Thursday, July 11 (1:30-4:30 p.m.)

W116: “Talking Tableaux” (Gale Munson & Michael Cassin) \$25 US \_\_\_\_\_

Friday, July 12 (8:30-11:30 a.m.)

W211: “Prince, roi, petit Nicolas: Qui, quoi, comment?” (Janel Lafond-Paquin) \$25 US \_\_\_\_\_

#### **Special Guest Workshop:**

Friday, July 12 (1:00-4:00 p.m.)

W234: “Le Québec: survol littéraire et portrait de la situation politique actuelle” (Jean-Denis Côté) \$25 US \_\_\_\_\_

Saturday, July 13 (8:30-11:30 a.m.)

W312: “Culture in Your Backyard: Producing Videotaped Interviews with American-Based Francophones”  
(Kirsten Halling, Mari O’Brien, Barbara Galbraith) \$25 US \_\_\_\_\_

Saturday, July 13 (1:30-4:30 p.m.)

W333: “Je me souviens: la chanson québécoise, reflet d’un peuple” (David Graham, Madeline Turan) \$25 US \_\_\_\_\_

**(continued on next page)**

Sunday, July 14 (8:30-11:30 a.m.)

W412: Making the Most Out of an AP French Course (Éliane Kurbegov)

\$25 US \_\_\_\_\_

**SUB-TOTAL WORKSHOP REGISTRATION** \_\_\_\_\_

**OPTIONAL ACTIVITIES**

(Descriptions are on p. 11 of the April *National Bulletin*; spouses and guests are welcome at meals and activities.)

Academic Credit through Webster University (one-hour graduate credit, see p. 36)	\$100 US	_____
AATF Welcome Luncheon (Thursday, July 11, 12:30-2:00 p.m.)	\$35 US	_____
Clambake at Legal Seafood (Thursday, July 11, 7:00 p.m.)	\$57 US	_____
Bastille Day Celebration (Friday, July 12, 6:00-11:00 p.m.)	\$20 US	_____
AATF Awards Banquet (Saturday, July 13, 7:00-9:00 p.m.)	\$50 US	_____
<i>Concert francophone</i> (Saturday, July 13, 9:30 p.m.)	\$10 US	_____

**SUB-TOTAL OPTIONAL ACTIVITIES** \_\_\_\_\_

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

**Boston Souvenir Tee-Shirt**

(Tee-shirts are white with blue lettering and carry the convention theme: "Le Français change mais ne vieillit pas." They will be delivered at the convention.)

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

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

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

**SUB-TOTAL TEE-SHIRTS** \_\_\_\_\_

**TOTAL PAYMENT DUE:** \_\_\_\_\_

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

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

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

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

CARD NO. \_\_\_\_\_ EXP. DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**REFUND POLICY:** Requests for refunds must reach National Headquarters no later than **June 15, 2002**. A \$15 fee will be assessed to cover administrative costs. NO refunds after June 15, 2002. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.

# 75<sup>ÈME</sup> CONGRÈS ANNUEL DE L'AATF

## PROGRAMME PRÉLIMINAIRE

### jeudi 11 juillet (matin) Ouverture du congrès Séance plénière

L'invité d'honneur qui donnera la conférence plénière n'a pas encore pu être confirmé. Veuillez consulter le site Web de l'AATF [<http://aatf.utsa.edu/>] afin d'avoir les informations les plus récentes concernant le congrès et les activités parallèles au congrès.

Les descriptions complètes des ateliers de trois heures offerts lors du congrès se trouvent à la page 39.

### SESSIONS jeudi 11 juillet

#### **S110A: Pour un enseignement stratégique de la présentation orale en français des affaires: présentation d'un modèle didactique**

*Intervenante: Christine Sagnier, Thunderbird*

Cette communication présentera un traitement didactique de la présentation orale professionnelle. Ce modèle permet aux apprenants de s'approprier progressivement les outils nécessaires pour surmonter les difficultés. Cette présentation fournira de nombreuses pistes aux enseignants à la recherche d'unités didactiques sur la prise de parole en public.

#### **S110B: Beyond *Le Petit Prince*: Teaching French and Francophone Children's Literature**

*Intervenante: Daniela DiCecco, University of South Carolina*

This presentation will offer an introduction to teaching French and Francophone children's literature. We will consider an independent course on children's literature in an undergraduate French program, focusing on course content, choice of texts, assignments, and activities.

#### **S111: Nous sommes tous des gagnants**

*Intervenants: Sidney Teitelbaum, Directeur, Grand Concours*

*Hélène Sanko, Présidente du comité secondaire (OH)*

*Elizabeth Miller, Présidente du comité FLES (CA)*

Come learn more about *Le Grand Concours*. Find out what it is, when it is given, and why. The Chairs of the elementary and secondary contest development committees will discuss the *Concours*.

#### **E112: Les Études et l'action humanitaire (Exhibitor Session)**

*Intervenante: Chantal Théry, Université de Montpellier*

Une expérience originale basée sur l'échange entre les cultures: études de langue et de civilisation ou de gestion commerciale internationale + volontariat. Les étudiants s'intègrent dans la société civile et optimisent leur expérience sur le plan linguistique, académique et humain.

#### **S113: The Regions of France: From the Classroom to the Country**

*Intervenante: Diana M. Regan, La Salle University (PA)*

This presentation will explore a travel course dealing with the history, geography, literature, and culture of the regions of France. Beginning with "La France préhistorique," the presenter will trace the history of France to the 20<sup>th</sup> century via the provinces. Integration of selected works by regional authors will be discussed. Video clips and photos of students during the travel portion of the course will also be included.

#### **E114: Comptines et jeux de doigts = culture (Exhibitor Session)**

*Intervenante: Mary Sosnowski, Sosnowski Language Resources*

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

#### **S117: About the AATF: Open Session for Newcomers**

*Intervenants: Jayne Abrate, Secrétaire générale de l'AATF (IL)*

*Jean-Pierre Piriou, Président de l'AATF*

Dans cette session, conçue à l'intention de ceux qui assistent à un congrès de l'AATF pour la première fois et aux nouveaux membres de l'association, on présentera les services et documents offerts par l'AATF, nos activités pour la promotion du français, le travail des Commissions. Nous évoquerons aussi le congrès de 2003 en Martinique ainsi que le congrès mondial de la Fédération internationale des professeurs de français et de l'AATF qui se tiendra en 2004 à Atlanta.

#### **C118: Methods and Materials for Middlers Animatrice: Janel Lafond-Paquin, Rogers High School (RI)**

The Commission on Middle Schools would like to know how it can assist you in ensuring that French remains one of the world languages taught in middle schools across the country. Give us your suggestions for meeting the needs of the "middle

child" in the millennium!

#### **S119: Memorable French Lessons: Putting Technology to Work in the Classroom**

*Intervenante: Edwina Spodark, Hollins University (VA)*

This session will highlight lessons that demonstrate an efficient method of combining Internet resources, Power Point slides, and Internet hyperlinks to create classroom presentations and activities. Participants will learn how to coordinate and design "memorable" French lessons and to locate materials on the Internet.

#### **S120: Taking French into the Next Century: The Development, Production, and Dissemination of Multimedia Instructional and Promotional Materials**

*Intervenants: Eileen Angelini, Philadelphia University (PA)*

*Steven Loughrin-Sacco, San Diego State University (CA)*

In 1999, the AATF received a three-year grant from the U.S. Department of Education Title VI to develop state-of-the-art multimedia teaching and promotional materials. The Project Director and Assistant Project Director will give a progress report as well as offer ideas on where we go from here.

#### **S121: Twelve Terrific Activities for the French Classroom**

*Intervenante: Deborah Fernald Roberts, Westwood Public Schools (MA)*

Do you want to add some variety to your classes? Try "Flyswatter," "Tiny Bubbles in the Air," "It's Snowing," or "Hatschi Patschi." These and other kinesthetic activities will get your students up and moving around the classroom while remaining on task.

#### **E122: Le Chemin du retour and Débuts: An Introduction to French (Exhibitor Session)**

*Intervenantes: Ann Williams-Gascon, Metropolitan State College of Denver (CO)*

*Leslie Oberhuber, McGraw-Hill*

McGraw-Hill is proud to present a French film created for your beginning French course. *Le Chemin du retour*, the movie, and *Débuts*, the textbook, are a completely integrated program developed to provide learners with a cinematic view of French language and culture.

#### **S123: À la recherche du temps perdu: Mothers, Daughters, Memory, and Regret in *Indochine*, *Ma Saison préférée*, and *Ponette***

*Intervenantes: Jane Ashley Netherton, University of Kentucky*

**Mary Jo Netherton, Morehead State University (KY)**

The mother/daughter relationship will be explored from the perspective of three films whose storylines hinge on the enigmatic connection between women and their daughters. The mythic form of *Indochine*, stark impact of age in *Ma Saison préférée*, and devastation of loss in *Ponette* offer insights into an eternally mystifying dyad.

**E124: L'Histoire, la culture et la musique des peuples français en Amérique du nord (Exhibitor Session)**

*Intervenante: Lucie Therrien, French American Music Entertainment*

La migration des cultures françaises en Amérique du Nord, leur musique, leur accent, leur histoire, leurs traditions et leur diversité seront adressés. Nous parlerons de l'arrivée des Français, de la déportation acadienne, de l'établissement des Cajuns et de la migration québécoise vers l'industrie de la Nouvelle Angleterre. L'introduction de chansons traditionnelles aidera à transmettre l'histoire.

**E127: How to Get Started Planning an Educational Trip to France (Exhibitor Session)**

*Intervenante: Agnès Angrand, French Government Tourist Office*

The French Tourist Office along with qualified French professionals of the educational and student travel industry will get you started on the right track! Hosting this session, they are dedicated to answering your questions and to supporting you in making your trip not only successful but unforgettable and worry-free.

**S128: La Francophonie au service de la paix, de la sécurité et du développement**

*Intervenant: Ridha Bouabid, Observateur permanent de l'Organisation internationale de la Francophonie auprès de l'Organisation des Nations Unies*

**S129: Celebrating National French Week 2002**

*Intervenantes: Joyce Beckwith, Wilmington High School (MA)*

**Brenda Benzin, Buffalo State University (NY)**

**Diana M. Regan, La Salle University**  
**Harriet Saxon, Présidente du chapitre New York Métropolitain**

Are you looking for new classroom activities and community events for National French Week 2002 which are guaranteed to succeed? The presenters will share the latest updates and "how-to's." An interactive session with sample programs and ideas, information on networking, and step-by-step handouts.

## SESSIONS vendredi 12 juillet (matin)

**S210A: A Foreign Language Teaching Assistant Program: An Evaluation Case Study**

*Intervenante: Aurélie Capron, University of Hawaii at Manoa*

Taking place in a U.S. university in spring 2001, this evaluation case study of a French division teaching assistants' training and supervision program includes a description of the activities of the program as well as comments from the TAs and supervisors who expressed their satisfaction with it.

**S210B: Victor Hugo and the Universal Exposition of 1867**

*Intervenant: Angelo Metzidakis, Sweet Briar College (VA)*

The presenter will analyze the relationship of Hugo's introductory essay to *Paris-Guide to the guidebook itself and to the Universal Exposition of 1867*. Then he will examine Hugo's text in order to ascertain to what extent it can be considered a manifesto against the Second Empire.

**C212: Forward with FLES\***

*Animatrices: Gladys Lipton, University of Maryland-Baltimore County*

**Lena Lucietto, Isidore Newman School**

This session will premiere the new French FLES\* video and how it can be used for advocacy. The rationale for FLES\* and the results of FLES\* will be discussed in detail. The session will also be devoted to sharing participant successes and needs.

**S213: Motivating High School Students of French**

*Intervenante: Tanya Wagoner, Harrison County High School (KY)*

**S214: The World Wide Web: Access to Resources for French Language Courses**

*Intervenante: Suzanne Hendrickson, Arizona State University*

The Web is a constantly evolving and expanding place. However, two problems still exist for language teachers and students: access to resources and finding content. This presentation will provide a forum for discussion of these issues, including examples of how to access, find, and use reliable sources on the Web.

**S215: Decorating for Dummies**

*Intervenante: Janet L. Smith, Westchester Academy (TX)*

The presenter will describe ways to make your room attract students, encourage learning and enthusiasm. Participants will see how to create an ambiance that increases enrollment but is not time consuming. Some simple methods will make students slow down, take notice, and want to find out what's "happening in French."

**S216: Les «Traiteurs» de Louisiane: histoire et état-présent des guérisseurs**

*Intervenantes: Margaret M. Marshall, Onama Dufresne, & Hilda (Chris) Llewellyn, Southeastern Louisiana University*

Les intervenantes présenteront une unité culturelle sur les «traiteurs» de Louisiane qui consistera d'une description concise du rôle des «traiteurs» dans la société louisianaise avec des exemples concrets et une lecture avec des activités à faire avant et après la lecture. Des extraits de nos interviews seront mis en vedette.

**S217: Incorporating Franco-American Literature in the French Classroom**

*Intervenante: Janet Shideler, SUNY-Plattsburgh*

This presentation teaches about the history of French-Canadian immigrants in the U.S. and their evolution as Franco-Americans. Materials written by Franco-Americans in French will be distributed, followed by hands-on applications.

**S219: Un spectacle français? C'est vrai!**

*Intervenante: Karen Campbell Kuebler, Dansez, Chantez, Apprenez le français!*

The presenter will share hints on planning performances with students. Whom to contact, what to include, where to perform, when are the best times, and why this is important for the promotion of French programs are all issues which will be included.

**S220: Sept siècles d'amour en France: les plus beaux poèmes**

*Intervenante: Pierrette Spetz, Alliance Française de San Francisco*

Si le français change mais ne vieillit pas, c'est parce que nous savons parler d'amour, de toutes les amours, et depuis toujours. De Christine de Pisan à nos jours, redécouvrez les plus beaux mots d'amour pour les faire apprendre et apprécier dans vos classes.

**S222: TEF: Le Test d'évaluation de français, a Useful Tool**

*Intervenante: Guilhène Maratier-Decléty, Chambre de Commerce et d'Industrie de Paris*

The CCIP was the first institution in France to launch a test to assess the level in French of non-French speakers. The quality of this now tried-and-tested assessment has been proven by the 25,000 candidates who have taken it. The TEF will be on line in 2002.

**S223A: Teaching Grammar in a Cultural Context**

*Intervenante: Patricia Hannon, Ramaz School (NY)*

This presentation will explore ways in which the grammar lesson can become a vehicle for teaching culture. After reviewing

methods used in traditional grammar courses, the presenter will demonstrate a new pedagogy that achieves a more seamless integration of language and culture.

**S223B: Conversation and Culture in a French Civilization Class**

*Intervenante: Mary Beth Raycraft, Vanderbilt University (TN)*

This presentation focuses on the creation of a *salon* as a strategy for enriching the cultural aspect of in-class discussion. Following an overview of the *salon* in French culture, the presenter will describe how the classroom can be transformed into a dynamic setting for an exchange of social and cultural perspectives.

**E224: Rockin' and Hip Hoppin' in the French Classroom (Exhibitor Session)**

*Intervenant: Steven Langlois, Educorock Productions, Inc./World of Reading*

Experience how to use and create songs that use popular styles of music from rap, reggae, and club dance to rock to cover specific structures. Get your students singing, dancing, and inductively learning. The presenter will share songs, ideas, and Web sites that you will be able to use immediately. Get a preview of this workshop by visiting [http://www.educorock.com].

**S225: Keeping French Fun...At No Cost!**

*Intervenante: Nancy Gadbois, High School of Science and Technology (MA)*

The presenter will share tips on using authentic documents, available to teachers at no charge, to enrich the curriculum. Attendees will receive a "grab bag" to prepare activities *pour la rentrée*.

**E226: Histoire de l'Alsace (Exhibitor Session)**

*Intervenante: Dominique Pradeau-Prisot, Comité de jumelage Strasbourg-Boston*

Entre 1870 et 1945, les guerres entre l'Allemagne et la France ont déchiré l'Alsace. Tantôt allemande, tantôt française, celle-ci aura du mal à trouver son identité. C'est à travers la narration de la vie d'une famille que l'on découvrira les qualités d'adaptation des Alsaciens.

**S228: Quebec Too Is Changing**

*Intervenante: Patricia B. Westphal, Central College (IA)*

This presentation will involve interactive experiences with music, art, and other authentic documents to explore the question of present day *Québécois* identity. Handouts will permit participants to replicate the activities in their own intermediate and advanced classes.

**S229: La France d'aujourd'hui et de demain: la spécificité française au 21<sup>ème</sup> siècle**

*Intervenante: Juliette Parnell-Smith, University of Nebraska at Omaha*

Un portrait de la France en 2001 d'après les dernières données du recensement de 1999. Une France qui vieillit au niveau démographique mais qui est en train de subir une profonde mutation socio-économique et culturelle afin de rester un partenaire dynamique et compétitif au sein de la globalisation.

**SESSIONS**  
**vendredi 12 juillet**  
**(après-midi)**

**S230: Poetry: Product, Process, and Perspective**

*Intervenantes: Jacqueline Thomas, Texas A & M University-Kingsville*

*Ann Williams-Gascon, Metropolitan State College of Denver (CO)*

The presenters will discuss using poetry as a source for teaching history and culture, pronunciation, and communication. They will model successful strategies for including poetry in a variety of classes and levels. Handouts will include criteria for selecting poetry as well as poems to be used in class.

**E231: Multi-Level and Interdisciplinary Use of A French City Speaks (Exhibitor Session)**

*Intervenant: Bernard Petit, Bernard Petit Video*

*A French City Speaks* is a documentary which probes the population of Nogent-le-Rotrou, a small city southwest of Paris. Extensive contextual filming and interviews spread over 40 separate programs make this video anthology suitable for language and humanities programs.

**E232A: Les grands événements à Paris et en Île de France pour 2002-2004 (Exhibitor Session)**

*Intervenant: Michel Girardin, FIAP Jean Monnet, Paris*

**S232B: Effective Integration of Program Components at the Elementary Level**

*Intervenante: Joanne M. Dangelmajer, Moravian College (PA)*

Maximize the benefits of the many varied components of elementary programs without fragmenting the learning process. Learn about effectively integrating and coordinating them through the development of preparation and follow-up work that builds on pre-acquired knowledge and skills. Participants will create these types of exercises following the presentation.

**S233: Can We Teach Old Dogs New Tricks? Using TPR Storytelling at the University Level**

*Intervenantes: Claire Foley and Mary Jo Netherton, Morehead State University (KY)*

In light of research on the success of language acquisition methodology with adult

learners, a veteran teacher decided to fight apathy by trying a revolutionary approach. Using one beginning university class as a test case, this teacher set aside her usual approach and taught French 101 with TPR Storytelling.

**S235: From *antidisneyland* to *zairianisation*—A Retrospective of French Neologisms: Their Appearance and Disappearance**

*Intervenante: Marion Hines, Howard University (DC)*

Semantic or lexical changes are perhaps the most obvious language changes. Dominant factors are creation of new words, borrowing, shifts in meaning, and loss of old words. This session will look at the phenomenon by conducting a diachronic study of approximately 700 neologisms that entered the French language in 1985 and 1986. The study assesses the words that had survived to be listed in the 1995 edition of *Le Grand Larousse*.

**S236: Créer une page Web sur place**

*Intervenante: Jayne Abrate, Secrétaire générale de l'AATF (IL)*

Venez à cette session où vous apprendrez comment créer votre propre page Web. Ensemble nous développerons une page selon les choix faits par les participants et qui inclut texte, son, images et clips vidéo.

**S237: Great Expectations: Organizing and Maintaining a Student Exchange Program**

*Intervenantes: Ann Sunderland, Truman High School (MO)*

*Barbara P. Ransford, Camden-Fairview High School (AR)*

A student exchange will add a new dimension to your French program with benefits to students that are long-lasting and exciting. Two experienced exchange organizers will share ideas for finding a good situation, preparing a two-way exchange, and maintaining the program.

**S241: *Knock ou Le Triomphe de la médecine***

*Intervenant: John C. Tomme, Waubensee Community College (IL)*

Never released in the U.S., this 1950 film adaptation of Jules Romains' 1923 play, a satire on the medical profession, stars Louis Jouvet in a role he performed over 1400 times on stage. The work offers a perfect example of unanimism. Participants are encouraged to read the play beforehand.

**S242A: Des écrivains pris dans la toile**

*Intervenant: Alain-Philippe Durand, University of Rhode Island*

Cette communication présentera deux projets interactifs menés sur Internet à

l'Université du Rhode Island. Des étudiants ont animé un forum électronique [http://network54.com/Hide/Forum/98816] avec la participation des romanciers lus en classe. D'autres étudiants ont créé le site officiel de Marie Darrieussecq avec l'accord de l'écrivain et de son éditeur.

**S242B: Exemplars of Multimedia Technologies in French Education: Videoconferencing and On-line Methods of Teaching**

*Intervenante: Jo Ann Hammadou Sullivan, University of Rhode Island*

This presentation demonstrates the use of videoconferencing with tips for successful applications of this technology in the college curriculum. A new on-line methods course will be demonstrated. The course is available to teachers who do not have ready access to a grounded methods course.

**E243: The CASLT Formative Assessment Toolkit**

*Intervenantes: Susan Forward, Présidente, & Nicole Thibault, Association canadienne des professeurs de langue seconde*

CASLT presents a series of formative assessment tools developed by FSL educators for the beginner, intermediate, and advanced classrooms. Participants will have the activities demonstrated and will view a series of short video clips where actual classroom teachers are using the tools with students. Teachers will receive a set of assessment instruments.

**S245: Presentation of the New Examinations in French for Business and the Professions**

*Intervenante: Guilhène Maratier-Decléty, Chambre de Commerce et d'Industrie de Paris*

The purpose of this session is to acquaint participants with details of the CCIP's new examinations, and particularly the *Certificat de français professionnel* (CFP), which will be more accessible to learners of business French and which meets numerous requests expressed by North American partners.

**S246A: Performing Multiculturalism: The North African Immigrant at Center Stage in the Oral French Classroom**

*Intervenant: Kirk D. Read, Bates College*

This session presents an oral French language manual-in-progress which highlights North African culture. *Marie Malika d'Alger: aventure orientaliste*, a text with an extensive Web component, aims at honing students' skills in oral French while using North African spheres of influence as a backdrop. The mystery-adventure is the vehicle for an intense exploration of

the history and contemporary aspects of North African culture.

**S246B: Chibanis in France: Culturally-Based Teaching of North African Immigration**

*Intervenant: Adam Leff, Bates College (ME)*

How can teachers of Francophone literatures and cultures introduce material related to North African immigration in France in such a way as to promote culturally appropriate readings devoid of a neo-colonial viewpoint? This presentation will serve as an introduction to theory, various media, and pedagogical practices that facilitate such interpretation with particular emphasis given to the use of computer resources.

**S246C: Using Comics and Cartoons to Teach about Immigration**

*Intervenant: Ayo A. Coly, University of Notre Dame (IN)*

This presentation will explore the wealth of pedagogical material available for incorporating the topic of immigration into language or literature classrooms. Sample activities will illustrate how to approach this topic by using comics and cartoons.

**S247A: Creative Courses: Attracting French Students through Other Disciplines**

*Intervenante: Gail Buzhardt, Millsaps College (MS)*

Students choose a foreign language for a variety of reasons, but practical value is very high on the list. When students use French in an interdisciplinary course, they understand its practicality and are more likely to pursue further studies in the language. The presenter will discuss several very successful courses which she has taught in conjunction with other departments.

**S247B: Quand le français parle nouvelles technologies**

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

Face au développement rapide des nouvelles technologies et notamment d'Internet, le français a dû se doter de mots nouveaux pour décrire ces nouvelles réalités déjà connues en anglais. En présentant la terminologie française des nouvelles technologies, nous examinerons les conditions d'apparition et de survie de ces nouveaux mots.

**S248: Chanson traditionnelle et folklorique (France, Québec, Louisiane)**

*Intervenants: Jean-Paul Carton, Georgia Southern University & Dominique Carton*

Les présentateurs se proposent d'enseigner un certain nombre de chansons traditionnelles et d'en dégager les principales implications pédagogiques. Il

est conseillé d'apporter un magnétophone ou enregistreur MD afin de pouvoir réemployer les chansons en classe. Les textes des chansons ainsi qu'une liste de ressources disponibles seront mis à la disposition des participants.

**S249A: Quoi lire? Un Répertoire de littérature jeunesse sur Internet**

*Intervenante: Louise Savoie, Université McGill (Canada)*

La littérature de jeunesse est susceptible de constituer pour les apprenants un support motivant à l'apprentissage de la langue et de la culture. Un «Répertoire» de littérature jeunesse, peut aider à faire des choix judicieux et à développer le plaisir de lire en français chez les apprenants. Ce «Répertoire» peut être consulté par son site Internet. Cet atelier sera un lieu d'échanges d'informations et de partage pour ceux qui accompagnent petits et grands en apprentissage de la lecture.

**S249B: Global Feminist Perspectives in French: Developing a Course in International Francophone Women Writers**

*Intervenante: Helynn H. Hansen, Western State College (CO)*

This course explores, through a variety of Francophone women's political, polemic, and literary writings, the positions and limitations of women and the various political and societal philosophies that placed them there.

**SESSIONS  
samedi 13 juillet  
(matin)**

**C310: Commitment to Professional Standards: Become a Part of the Action**

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

The AATF National Commission on Professional Standards invites all interested members to learn more about and become involved in professional standards for French teaching professionals. Information about how to pursue National Board Certification will be presented. In addition, experiences of the first group of teachers seeking NBPTS Certification will be shared. We will discuss ways to involve AATF in meaningful professional development activities. We will also examine the results of a national survey to teachers and college professors on promoting careers that use French. We will continue to talk about recruitment and promotion of French in districts and schools.

**S311: De la musique en cours de littérature? Pourquoi pas?**

*Intervenantes:* **Virginie Delfosse-Reese**, *Bennington College (VT)*  
**Noëlle Rouxel-Cubberly**, *CUNY*

Pourquoi se limiter à la littérature dans les cours de langue avancés? Pourquoi ne pas y incorporer musique, peinture ou sculpture? Cette présentation montrera comment l'étude de la littérature peut s'enrichir par la découverte d'autres formes artistiques d'une même époque.

**S313: The Pennsylvania Governor's Institute: A Model for Updating Language Teachers**

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

**Noël N. Smith**, *Parkland School District*

The Pennsylvania Governor's Institute for World Languages, held for the first time in 2001, provided intensive training for 86 language teachers, 48% of them French teachers. The presenters will discuss the impact of this experience, its focus on the National Standards, and creative work done by the participants.

**S314: Mais je suis la seule prof! Leading a French Program by Oneself**

*Intervenante:* **Jo Anne Bratkovich**, *Joliet West High School (IL)*

Are you "le/la seul(e)?" Do you have the responsibility of teaching every level and writing curriculum, sponsoring French club, and promoting the study of French without benefit of colleagues? This session will bring together those with these experiences in the hope of sharing success. (Participants are asked but are not required to bring 50 copies of a successful lesson or activity.)

**S315A: Theoretical and Pedagogical Arguments for the Effectiveness of Input Enhancement on L2 Comprehension**

*Intervenant:* **Rabia Redouane**, *Montclair State University (NJ)*

This presentation will discuss the theoretical and pedagogical arguments for the effectiveness of input enhancement on L2 reading comprehension. An experimental study addressing the effectiveness of input enhancement on adult intermediate L2 French readers' comprehension of text and their retention of vocabulary is presented to provide evidence for the effectiveness of external manipulation of written input. Pedagogical applications will also be addressed.

**S315B: Nonnative Speaker Classroom Conversations in French: Negotiations, Corrections, and Communication**

*Intervenante:* **Carolyn Gascoigne**, *University of Nebraska at Omaha*

This presentation will offer the results of a discourse analysis investigation of normative speaker conversations that took

place in a fifth-semester post-secondary French course. Recordings of over 1000 minutes of conversation were analyzed and yield distinct, and spontaneous, patterns of interaction.

**S317: Le Roman d'expression française: un trésor culturel**

*Intervenante:* **Éliane McKee**, *Buffalo State College (NY)*

Savoir les titres des romans populaires à ne pas manquer et lesquels choisir non seulement pour le seul plaisir de lire mais aussi en tant que ressource culturelle n'est pas toujours à la portée des lecteurs et des professeurs en Amérique du nord. L'intervenante présentera six romans francophones valant la peine d'être lus tant pour l'histoire que pour le style et pour leur valeur culturelle. Les participants recevront une bibliographie.

**S318: Exploitation linguistique et culturelle de la Belgique: une démarche pratique pour le niveau secondaire**

*Intervenante:* **Eleonora Bertacchi**, *Dobbs Ferry High School (NY)*

Cette présentation propose des textes authentiques ainsi que des activités pédagogiques pour intégrer la richesse francophone de la Belgique dans un programme d'études de niveau avancé.

**S320: Teaching Francophone Cultures with Service Learning Projects**

*Intervenantes:* **Elizabeth Blood**, *College of the Holy Cross (MA)*

**Ariane Duffy**, *Hingham Middle School*

Explore the use of service learning projects to enhance the teaching of Francophone cultures. Discuss how hands-on work and authentic contact lead to greater cultural competence. Exchange techniques for choosing, organizing, and publicizing a unique project suited to your classroom.

**S321A: France after September 11: Empathy, Anger, or Ambivalence**

*Intervenante:* **Stacey Katz**, *University of Utah*

This session will present the main ideas expressed in videotaped interviews conducted recently in Paris. Its goal is to show how the U.S. is seen from a French perspective after the September 11 attacks. Clips are shown, and ideas for lesson plans incorporating the videos are provided.

**S321B: L'Amour vache: Lance Armstrong and Le Monde, 1999 and Beyond**

*Intervenants:* **Timothy Farley & Nicholas Philipps**, *Truman State University (MO)*

Three-time *Tour de France* champion Lance Armstrong, frequently the subject of performance-enhancing drug speculation in the European press, has shared a turbulent relationship with the French newspaper *Le*

*Monde* since his first *Tour* victory in 1999. This presentation will examine that relationship, focusing on the 1999 *Tour*.

**S323: Poetry in Motion: Videocamera Use in the Advanced Language Classroom**

*Intervenante:* **Isabel K. Roche**, *Williams College (MA)*

This presentation outlines a project to integrate the creative study of poetry into advanced language classes. Using video technology, students «stage» dramatic renditions of poems. This exercise increases student responsibility and interaction and counters students' view of poetry as inaccessible.

**C324: Student Standards...Our Next Step**

*Animatrice:* **Nancy Gadbois**, *High School of Science and Technology (MA)*

The current work being done by the AATF Commission on Student Standards will be shared. Review the template suggested for submitting assessment entries and share your ideas with the team. Copies of the handout compiled by the members and shared in Paris will be available to interested attendees.

**E325: Internef, formation en ligne (Exhibitor Session)**

*Intervenants:* **Fabrice Jaumont**, *Attaché de coopération éducative, Ambassade de France à New York*

**Sylvain Ferrari**, *Massachusetts Institute of Technology*

Le site Internef de formation continue intéresse un nombre croissant de visiteurs. Internef a été conçu pour proposer des éléments de formation aux enseignants de français ou des remises à niveau des compétences linguistique et culturelle des apprenants. Le site est exploitable en groupe ou en auto-apprentissage et offre une multitude de ressources et d'outils multimédia pour diversifier l'enseignement de la langue et de la culture française.

**C326: Open Meeting of the Commission on French for Business and International Trade**

*Animateur:* **Steven Loughrin-Sacco**, *San Diego State University*

This meeting will focus on current activities of the Commission and upcoming publications as well as future plans for promoting Business French in the U.S. Anyone who is interested in promoting Business French is invited to attend.

**S328: Francophone Africa: Discover la Richesse**

*Intervenante:* **Joyce Anderson**, *Winchester High School (MA)*

This presentation uses French West Africa as the cultural base. Lessons in geography, history, vocabulary, grammar, and literature fulfill curricular requirements. Other activities, including crafts, music, poetry, food, and film, will engage students' interest and meet the need to explore outside the culture of France. Technology integration and interdisciplinary options will be discussed.

## SESSIONS samedi 13 juillet (après-midi)

**S330A: «Le foot, madame, et le count,» or, qu'entendez-vous par le français de Shakespeare?**

*Intervenant: John R. Secor, Morehead State University (KY)*

This session will offer an examination of the use of French in Shakespeare's *Henry V*, in connection with historical issues, particularly Henry's marriage to Katherine, daughter of the French king. Often French words and phrases serve merely to provide fodder for English puns and double entendre. Henry and Katherine are presented as models of second language learners.

**S330B: Antagonisme mémoires: autobiographie au 18<sup>ème</sup> siècle**

*Intervenante: Marie-José Fassiotto, University of Hawaii at Manoa*

Après la publication des *Confessions* de Jean-Jacques Rousseau, une nouvelle forme d'écriture autobiographique s'est développée. Beaucoup de mémorialistes ont résisté à ce nouveau genre. Cette présentation démontrera, à travers l'œuvre de Madame de la Tour du Pin, les normes particulières des mémoires et en quoi ils s'opposaient à l'autobiographie.

**S331A: Raymond Devos: Language Is the Star**

*Intervenant: Clyde Thogmartin, Iowa State University*

French is universally known as the language of clarity and logic. Nevertheless, monologist Raymond Devos is a master at finding and exploiting the comic resources of the French language's idiosyncrasies, absurdities, and internal contradictions. Selected examples of his verbal virtuosity are presented and analyzed.

**S331B: From Novel to Film: Three Examples of Adaptation in the Québécois Cinema**

*Intervenante: Colette Levin, University of Pittsburgh at Greensburg*

This session will present a comparison of the cinematic techniques used by three

*Québécois* filmmakers—Gilles Carles in *Maria Chapdelaine*, Claude Fournier in *Bonheur d'occasion*, and Claude Jutra in *Kamouraska*—with the narrative techniques used in the novels on which the films are based. It will contribute a new understanding of *Québécois* film esthetics.

**S332: The Evolution of the French Mystique: Cultural Stereotypes in American Pop Culture from Post-WWII to the Present**

*Intervenant: Scott Sheridan, Illinois Wesleyan University*

The most often-used foreigner stereotype in American pop culture is that of the French, from post-war American films to cartoon characters. Generations of Americans have come to recognize the preconceived notions of the French that are still often exploited. This presentation will examine clips from various American films, including *An American in Paris*, *French Kiss*, and *Rugrats in Paris*, to arrive at conclusions concerning the evolution of these notions of France.

**E334: Services culturels de l'Ambassade de France (Exhibitor Session)**

*Intervenants: Chantal Manès, Chef du service de Coopération universitaire, linguistique et éducative, Ambassade de France à Washington*

*Laurence Émile-Besse, Chargée de mission, Washington*

*Frédéric Martel, Attaché culturel et Isaure Mignotte, Attaché culturel adjoint, Boston*

*Fabrice Jaumont, Attaché de coopération éducative, New York*

*Adam Steg, Attaché audio-visuel, Nouvelle Orléans*

Venez nombreux pour rencontrer l'équipe des services culturels et suivre une présentation des programmes proposés par l'Ambassade de France (bourses, échanges scolaires, formations, programmes culturels). Vous pouvez visiter [<http://www.frenchculture.org>] pour plus d'informations sur nos programmes.

**S336: Advocacy Lessons Learned: How to Strengthen Support for French Outside the Language Community**

*Intervenantes: Barbara P. Ransford, Camden-Fairview High School (AR)*

*Ann Sunderland, Truman High School (MO)*

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

The presenters will provide information on dealing with elected officials and state legislators regarding the study of foreign languages. While some might feel this goes beyond the scope of a French teacher's concerns, state and local legislation can have a significant impact on all languages.

The presenters will discuss their specific experiences and offer suggestions for organizing and advocating effectively.

**S338: Successful Strategies for Teaching High School Levels 3, 4, and AP**

*Intervenant: Thomas M. Sapp, St. Ignatius College Prep (IL)*

This session will focus on effective techniques for teaching advanced high school French classes, including the use of literature, games, music, videos, the Internet, and other realia. The presenter will explain activities that he has successfully used to integrate the four language skills as well as culture. Participants will be invited to share their own successful ideas.

**S339A: Un Test multimédia de compréhension orale: de la conception à la correction**

*Intervenante: Loretta Hyrat, McGill University (Canada)*

L'intégration de la nouvelle technologie à l'enseignement du français passe par le laboratoire multimédia. Nous verrons que même si l'adoption du système-auteur Can 8 facilite la création de matériel, la conception et l'élaboration d'un test de compréhension orale présente plusieurs défis.

**S339B: Martinique Magnifique**

*Intervenante: Valérie Vulcain, Martinique Tourism Bureau, French Government Tourist Office (NY)*

An island is an island is an island, unless it's Martinique, a seductive little corner of France in the Caribbean which combines perfectly all elements of stylish and chic *savoir-faire* with a sensuous and fun-loving Creole *joie de vivre*. Blessed with lovely beaches, incredible lush vegetation, idyllic climate, and a wealth of cultural, artistic, and scenic attractions, this exquisite beauty has long slept quietly under her tropical sun. Today, the sleeping beauty is awake, dressed to the nines in every tourist amenity imaginable, ready to embrace you with her many charms. Come to Martinique. Come and be seduced.

**S340: Meet the Editors**

*Intervenants: Christopher Pinet, Rédacteur en chef de la French Review (MT)*

*Jane Black Goepper, Rédactrice du National Bulletin (OH)*

*Clyde Thogmartin, Rédacteur gérant de la French Review (IA)*

The *French Review* is continuing to make innovations in the millennium. A new rubric, «In Your Corner: Focus on the Classroom,» presents successful classroom practice. In May 2002 a special issue commemorating the 75<sup>th</sup> anniversary of the AATF appeared, and in 2003 a special issue devoted to *la Francophonie* will appear. The *National Bulletin* continues to publish classroom exercises by Colette Dio to accompany her

*French Review* column, «La Vie des mots,» as well as Commission reports and classroom activities.

**S341: «Je ne suis pas raciste, mais...»: la petite ville française accueille une population maghrébine**

*Intervenant: Bernard Petit, SUNY Brockport (emeritus)*

Interviews et présentation sur les habitants de Nogent-le-Rotrou, une ville située dans la Perche à 150 km de Paris. Français et Marocains de milieux variés parlent ouvertement de l'immigration, du racisme, du rejet, des différences culturelles, de l'assimilation et de l'intégration.

**S342: De l'Acadie à la Louisiane**

*Intervenante: S. Pascale Dewey, Kutztown University (PA)*

Le fait français bien ancré en Amérique du nord ne se réduit pas au seul Québec. Une autre culture francophone dynamique est celle des Acadiens du Nouveau Brunswick et de la Nouvelle Écosse. Nous retracerons le parcours des ancêtres des «Cajuns» de la Louisiane jusqu'aux Îles Malouines.

**C345: Focus on Success!**

*Intervenants: Raymond Comeau, Harvard University Extension School (MA)*

*Jacqueline Thomas, Texas A & M University-Kingsville*

*Joyce Beckwith, Wilmington High School (MA)*

*Alain-Philippe Durand, University of Rhode Island*

Hear three success stories: a college recruitment campaign that led to an increase in French majors from 33 to 100 in just two years; a high school trip to France that led to increased enrollments in high school and middle school and to a new French program in the 6<sup>th</sup> grade; and a community college that spreads promotional activities throughout the year.

**C346: Have a Smash Hit with French!**

*Animatrice: Brenda Benzin, Buffalo State University (NY)*

Come and learn what the AATF Commission on High Schools has been doing and what its latest plans are! Bring your ideas for future activities. This year we will have a Swap Shop of French activities that follow the National Standards. Choose your best activity. Be sure to indicate which standard(s) it follows. Please bring 50 copies to share.

**C347: The 3 R's of Community College French Programs: Recruitment, Retention, and Revitalization**

*Animatrices: Mary Jo Netherton, Morehead State University*

*Denise McCracken, St. Charles County Community College (MO)*

Struggling French programs have learned to maximize their potential by marketing successful extra-curricular events, innovative teaching methods, and a spirit of collaboration to attract new students and keep them involved. Commission members will evaluate current programs, assess needs, issues and concerns, and formulate goals and objectives for the ongoing work of the Commission on Community Colleges.

**S348A: Teaching with Gainsbourg**

*Intervenante: Kate Paesani, Wayne State University (MI)*

The music of Serge Gainsbourg is culturally and linguistically rich and provides a useful resource for communicative language practice. Three Gainsbourg songs ("Aux Armes et caetera," "Le Poinçonneur des Lilas," "L'Ami Caouette") are treated, and activities for beginning, intermediate, and advanced levels are presented.

**S348B: Motivating Students to Review Course Content: Jeopardy! in the Classroom**

*Intervenante: Clara Krug, Georgia Southern University*

For years, *Jeopardy!* has been one of America's most popular television game shows. Its clue/question format can easily be applied in a French class. The presenter has used *Jeopardy!* successfully to motivate university students to review content and grammar as they prepare clues and questions for a match.

**S349A: In Celebration of Victor Hugo**

*Intervenant: William Hendrickson, Arizona State University*

**S349B: "Demain dès l'aube" and "Les Djinns" as an Initiation to French Poetry**

*Intervenante: Aleksandra Gruzinska, Arizona State University*

«Ce siècle avait deux ans ...» 2002, the 200<sup>th</sup> anniversary of the birth of Victor Hugo provides an opportunity to showcase his abilities and draw attention to this overpowering literary, artistic, and humanitarian presence who still casts his huge shadow.

**SESSIONS  
dimanche 14 juillet  
(matin)**

**S410: Using Pictures to Build Skills in Listening, Speaking, and Writing**

*Intervenante: Helen Lorenz, University of Texas at Dallas*

This technique for stimulating student interest in speaking captivates, amuses, and teaches students to look at pictures differently, to utilize vocabulary and structures in a non-threatening learning situation. Developing listening and writing

skills as well as cultural awareness are other areas of focus. A fun way to spark student participation.

**S413A: Articulation entre le lycée et l'université ou compte-rendu d'un succès sur le campus hawaïen**

*Intervenante: Marie-José Fassiotto, University of Hawaii at Manoa*

Cette présentation expliquera comment la section de français à l'université des Hawaï essaie de créer des liens entre l'université et les écoles. L'université a reçu en 2001, plus de 250 élèves et enseignants des écoles. Les activités suivantes leur ont été offertes: observation des classes, exploration du campus grâce à une chasse au trésor, jeux de pétanque, saynètes et chansons interprétées par les étudiants en français, vidéos sur les programmes du *Study Abroad* et enfin déjeuner avec les étudiants et les professeurs.

**S413B: Une France plurilingue?**

*Intervenante: Audrey Gaquin, U.S. Naval Academy (MD)*

Depuis l'arrêt du Conseil constitutionnel interdisant à la France de ratifier la Charte européenne des langues régionales ou minoritaires, les associations minoritaires, les institutions européennes et le gouvernement de Lionel Jospin ont pris des mesures concernant ces langues. Cette communication examinera l'évolution de ces initiatives, leurs effets et le débat entre les partisans de l'unicité et l'indivisibilité du peuple français et ceux qui revendiquent le particularisme et le plurilinguisme.

**S414: Addressing Language Variation in French: A Topics Course on Quebec**

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

In designing a course for advanced undergraduate students, the author has tried to place the reality of language variation within its historical, political, and cultural context. Participants will receive a packet of useful materials and a bibliography. Then, in small groups, they will read a short passage from Robert Lalonde's *Le Vaste Monde* and brainstorm ideas for teaching this text.

**S415: Teaching French...in French or in English?**

*Intervenant: Miles Turnbull, University of Toronto*

This interactive session will review theoretical and empirical evidence for using the first and target languages in teaching French. It will include a model lesson and practical tips to help French teachers maximize their use of French and effectively use English.

**S420A: Rachilde, Colette, and Literary Dialogue: *La Folle du logis* and *La Femme dans sa loge***

*Intervenante:* Carolyn McConnell, Washington

This presentation will focus on the literary connection between Rachilde and Colette, both products of *fin de siècle* France. The significance of their often rivalrous relationship will be discussed. References from *La Jongleuse*, *La Vagabonde*, and letters between the two women will show how their relationship allowed them to validate one another's "otherness" as women writers in the process of establishing authorial self-identity.

**S420B: Empiricism Old and New: The Scientific Aspirations of Harold Palmer and Émile de Sauzé**

*Intervenant:* David Palmieri, Université de Montréal

In the first half of the twentieth century, Palmer and Emile de Sauzé worked to put language teaching on a scientific foundation but recognized the limitations of their empiricism. However, in our era, connectionism, an approach developed by cognitive scientists, uses computers to study language acquisition and will become in time the empirical approach to the science of language teaching that Palmer and de Sauzé dreamed of.

**S423A: The French Immersion Weekend: Evidence of Language Learning**

*Intervenant:* Timothy Farley, Truman State University (MO)

This presentation describes the results of data examining the effect of a short-term immersion experience on language learning. Participants in Truman State University's Immersion Weekend responded to two questionnaires. Results suggest that the participants perceive short-term immersion as promoting language learning.

**S424: Beyond the Hexagon: French Language Acquisition in a Cross-Cultural Context**

*Intervenantes:* Maria Anagnostopoulou, The Cathedral School (NY)

Katherine Gracki, The Isidore Newman School (LA)

The speakers will present two research projects focusing on the literature and civilization of Francophone Africa and the Caribbean. The discussion will gravitate around key concepts such as *colonialisme*, *décolonisation*, *négritude*, and will address questions of identity and multiculturalism.

## COMMUNITY COLLEGE CONNECTION

### RESULTS OF THE TEXTBOOK SURVEY

In the September issue of the *National Bulletin* we published a textbook survey to identify some of the most commonly used introductory textbooks in community colleges. Although the number of responses was much too small to be statistically accurate, the answers and comments should be of interest to all community college instructors. Here are the results of our survey:

The responding schools were equally split between needing two or three semesters or quarters to complete a first year textbook. Most schools responding require that all instructors use the same text, although many are not happy with that policy; the exceptions were community colleges in Texas. As for the choice of text, *Allons-y!* was the most widely used, followed by *Vis-à-vis*. All instructors responding to the survey were enthusiastic about their respective choices. Some comments, positive and negative, on the textbooks currently in use were as follows:

*Allons-y!* (5<sup>th</sup> edition): "Best book available," "Excellent with adults," "Functional approach," "Ancillaries are pretty high tech," "Reasonable number of chapters [12]," "Communicative approach," "Presents immediately useful language," "Grammar explanations in English," "I take students to France who have had one semester in this book and they manage quite well," but "Transparencies provided are generic and not specific to the text," "Student CD's and video program use authentic speech (fast, not precise) and are difficult for beginning students to understand," "Workbook exercises are overly long," "Some errors and typos in the textbook and workbook have persisted through several editions."

*Vis-à-vis* (2<sup>nd</sup> edition): "I love *Vis-à-vis!*" "Good organization, culture, and grammar presentations," "Attractive, clear presentation," "Complete and fully integrated video, Web site, and CD-ROM package," "Good variety of cultural materials which appeal to a wide range of adult learners with different backgrounds, ability levels, and learning styles," "Easy to teach with," "Well organized."

*Entre amis* (3<sup>rd</sup> edition): "Emphasis on oral expression," "Good video," "Very clear and minimal grammar presentation," "Compact but subtle," "Clever presentation of culture and gestures" but "The computer program is not as impressive as textbook and workbook, but OK."

*À l'aventure*: "Good layout and general approach," "Cartoon story."

As one instructor noted on her survey

form: "Textbook selection is very difficult, particularly to achieve consensus across our [multi-campus] college." Perhaps the comments presented here will give you some ideas and some new textbooks to look at the next time that you are faced with this important decision.

Many thanks to all the instructors who took the time to respond to our textbook survey!

If you have any suggestions for topics for the Community College Connection, or if you would be willing to share your experiences with other community college faculty, please contact Denise McCracken [dmccracken@stchas.edu] regarding these articles.

Denise McCracken  
St. Charles Community College  
(MO)

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

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### Have a Question?

If you have a question about the *Grand Concours*, about the AATF Convention, about membership, about your local chapter, about the work of our Commissions, about National French Week, go to the AATF Web site at [<http://aatf.utsa.edu>]. You'll probably find the answer there.

# CLASSROOM ACTIVITY

## PETIT DÉJEUNER AVEC PRÉVERT ET QUENEAU

Cette activité propose de familiariser les apprenants avec deux figures non-conformistes de la littérature française, toutes deux influencées par les idées des surréalistes. Le principal objectif ici est de permettre aux élèves de faire l'expérience du jeu dans l'écriture et de découvrir le plaisir que procurent les mots. L'aspect ludique est particulièrement adapté aux élèves dès la fin de leur première année d'apprentissage. Les textes ici présentés servent d'exemples et peuvent être adaptés selon les capacités des apprenants.

Soulignons avant de commencer l'importance pour les élèves, dès la première année de français, d'étudier des poèmes, des chansons, des textes complets, de les comprendre et de les apprendre par cœur en les chantant, en les récitant, en les illustrant et surtout en s'amusant. Ainsi, les élèves acquièrent-ils petit à petit un bagage linguistique et culturel et se construisent une banque de données de prononciation, de vocabulaire et de grammaire. Cette connaissance et cette appropriation de textes deviennent un point de référence sur lequel les élèves pourront s'appuyer. Les recoupements entre ce qui est nouveau et l'acquis deviendront ainsi monnaie courante en classe.

### Jacques Prévert

Notre propos ici est d'utiliser le poème «Déjeuner du Matin» comme texte de base et comme point de départ pour des activités d'écriture et de ré-écriture.

On trouve les poèmes de Prévert dans tous les manuels de classe car ils sont d'un accès facile pour les débutants. Jacques Prévert fut poète, dialoguiste de films, auteur de chansons, compagnon des surréalistes, ami de Picasso et écrivain de contes pour enfants. Le recueil *Paroles*, date des années où Prévert cotoya les surréalistes, juste avant la seconde guerre mondiale. Il rompit plus tard avec André Breton, chef de file des surréalistes, qui était trop autoritaire à son goût.

La poésie de Prévert est simple (ce qui n'est pas un défaut) et directe. Elle critique les riches, les puissants, les juges, les banquiers, les enseignants. Elle parle pour tous les humbles, les enfants, les oiseaux. Un critique a dit: «Même quand Jacques Prévert écrit, on dirait qu'il parle. Il vient de la rue et non de la littérature».

Que ferions nous, professeurs de français langue étrangère, sans la poésie de Prévert?

### Variations sur Déjeuner du Matin

Le poème «Déjeuner du Matin» se

prête bien à ce type d'exercices, car il est simple et facile à manipuler. N'importe quel poème peut servir de point de départ, pourvu qu'il soit accessible aux élèves.

### Déjeuner du Matin

Il a mis le café  
Dans la tasse  
Il a mis le lait  
Dans la tasse de café  
Il a mis le sucre dans le café au lait  
Avec la petite cuiller il a tourné  
Il a bu le café au lait  
Et il a reposé la tasse  
Sans me parler  
Sans me regarder  
Il a allumé une cigarette  
Il a fait des ronds avec la fumée  
Il a mis les cendres dans le cendrier  
Sans me parler  
Sans me regarder  
Il s'est levé  
Il a mis son chapeau sur sa tête  
Il a mis son manteau de pluie  
Parce qu'il pleuvait  
Et il est parti sous la pluie  
Sans une parole  
Sans me regarder  
Et moi, j'ai pris ma tête dans ma main  
Et j'ai pleuré.

Jacques Prévert.

On peut introduire le poème en classe en le récitant en s'accompagnant d'accessoires réels, tels un plateau, une véritable tasse, du café, du lait, du sucre, une petite cuillère. Généralement, on lit, on explique, on discute, on analyse le poème (Qui sont ces deux personnages? Quelle est leur relation? Que se passe-t-il?).

On peut aussi le mimer avec des ombres chinoises derrière un drap éclairé d'un spot lumineux, accompagné de bruitage: café versé, petite cuillère contre la tasse, le bruit de la pluie, les pleurs. Ceci peut devenir un sketch qui peut être assez facilement représenté sur scène. Mais, comme la suite va le démontrer, il importe de ne pas seulement s'en tenir à l'exploitation littérale du texte. Au lieu de voir le poème comme un idéal, une œuvre littéraire inégalable, je préfère donner aux élèves la possibilité de l'utiliser comme tremplin pour une série de manipulations et de variations. Ainsi, ils intérioriseront le texte et en quelque sorte, se l'approprient. J'en prends à témoin l'écrivain Michel Tournier qui dit: «Je préfère toujours les imitations aux originaux, l'imitation étant l'original cerné, possédé, intégré, éventuellement multiplié, bref pensé, spiritualisé».

En classe, les élèves reçoivent un

exemplaire de l'original, dépouillé du plus gros de son vocabulaire. Il n'en reste que le «squelette» qu'il va s'agir de «rhabiller» pour reconstruire un nouveau poème unique sur l'ossature du précédent. Cette démarche est sécurisante pour les élèves moins hardis car elle procure un cadre à l'écriture. N'oublions pas de mentionner l'importance de l'humour, du jeu, du sentiment de liberté.

### «Squelette» du poème

#### [Nouveau titre]

Il/Elle a mis \_\_\_\_\_  
Dans la \_\_\_\_\_  
Il / Elle a mis \_\_\_\_\_  
Dans \_\_\_\_\_  
Il / Elle a mis \_\_\_\_\_ dans \_\_\_\_\_  
Avec \_\_\_\_\_ il a tourné  
Il / Elle a bu \_\_\_\_\_  
Et il / elle a reposé \_\_\_\_\_  
Sans me parler  
Sans me regarder  
Il / Elle a allumé \_\_\_\_\_  
Il / Elle a fait \_\_\_\_\_ avec \_\_\_\_\_  
Il / Elle a mis \_\_\_\_\_ dans \_\_\_\_\_  
Sans me parler  
Sans me regarder  
Il / Elle s'est levé(e)  
Il / Elle a mis \_\_\_\_\_ sur \_\_\_\_\_  
Il / Elle a mis \_\_\_\_\_  
Parce que \_\_\_\_\_  
Et il / elle est parti( e ) \_\_\_\_\_  
Sans une parole  
Sans me regarder  
Et moi, j'ai pris \_\_\_\_\_ dans \_\_\_\_\_  
Et je \_\_\_\_\_.

[nom du «poète»]

Les exemples ci-dessous sont le résultat du travail en classe:

*Il a mis la purée dans l'assiette, il a mis le poulet dans l'assiette de purée, il a mis le sel dans la purée, avec la fourchette il a tourné, il a tout mangé et il a bu un verre d'eau (...). Il a mis son bonnet de laine sur sa tête, il a mis son anorak, parce qu'il neigeait et il a couru dans la neige et il a glissé, sans une parole, sans me regarder, et moi, j'ai fermé la porte et j'ai beaucoup ri!*

ou

*Elle a mis le lait dans la tasse, elle a mis le chocolat dans la tasse de lait, elle a mis les marshmallows dans le chocolat chaud....*

### Exercice de «gonflage» du poème

Au contraire de l'exercice précédent, nous proposons maintenant de compléter le texte succinct d'origine, en y ajoutant force détails fantaisistes. On peut ainsi

«gonfler» et doubler le volume du poème. Ce travail peut se faire collectivement et être très divertissant et donnera aux élèves l'impression de rivaliser avec un texte de Prévert! Après ce travail, on peut se poser ensemble la question de savoir si, en réalité, le poème s'améliore grâce aux détails ou s'il perd de son mystère.

Ce qui suit est le résultat d'un travail en commun. Que Prévert nous pardonne les libertés que nous avons prises!

### Dejeuner du Matin à 7 heures dans la cuisine de la rue des Lilas

Il a mis le café [de Colombie] dans la tasse [en porcelaine de Limoges]  
 Il a mis le lait [écrémé et pasteurisé] dans la tasse de café [brûlant]  
 Il a mis le [morceau de] sucre [de canne avec la pince à sucre]  
 Avec la petite cuiller [en argent] il a tourné [délicatement le liquide fumant]  
 Il a bu le café [bruyamment]  
 Il a reposé la tasse [sur la table de marbre de la cuisine]  
 Sans me parler [en français]  
 Sans me regarder [à travers ses lunettes rondes en écaille]  
 Il a allumé une cigarette [menthol longue]  
 Il s'est levé [de son fauteuil Louis XVI]  
 Il a mis son chapeau [de feutre gris] sur sa tête [chevelue]  
 Il a mis son manteau de pluie [à la mode]  
 Parce qu'il pleuvait [en ce triste jour de novembre]  
 Et il est parti sous la pluie [fine d'automne]  
 Sans une parole  
 Sans me regarder [en face]  
 Et moi, j'ai pris ma tête dans ma main [aux ongles rongés]  
 Et j'ai pleuré [des larmes de crocodiles].

### Pour aller plus loin: clin d'œil à Raymond Queneau et aux Exercices de style

Raymond Queneau et ses amis ont fondé l'Oulipo, l'Ouvroir de Littérature Potentielle en 1960. Les romanciers et poètes de l'Oulipo jouaient très sérieusement avec les mots. Ils sont en cela les héritiers des surréalistes. Ils voulaient analyser de façon systématique les structures littéraires, afin de découvrir de nouvelles formes pour la littérature à venir. Toutefois, ce mouvement ne doit pas être pris trop au sérieux. «La culture et la science, c'est aussi fait pour jouer!»

Dans ses *Exercices de style* Queneau propose une suite de textes courts qui sont autant de façons différentes de rapporter une même histoire (un incident anodin dans un autobus à midi). Ces variations sont rendues possibles par l'adoption à chaque fois d'une contrainte précise, qui

peut être de nature grammaticale, lexicale ou stylistique ou d'un autre registre.

### Manipulation de «Déjeuner du Matin» à la Queneau

En nous inspirant de certains principes des *Exercices de style*, nous nous proposons d'utiliser le poème «Déjeuner du Matin» comme point de départ à des activités de ré-écriture. Nous ne visons pas à devenir aussi prolifiques que Queneau, qui propose au total 99 variations du même texte, mais il est facile de se laisser prendre au jeu! Pour rester un tant soit peu fidèle aux principes surréalistes, nous décidons de nous imposer des contraintes, sans perdre de vue pour autant l'importance de l'humour et de la création individuelle ou avec un partenaire.

Cet exercice peut aller du plus simple au plus élaboré, selon le niveau des élèves et peut s'avérer être l'occasion d'introduire ou de réviser certains aspects grammaticaux, tels que la connaissance des adverbess et des pronoms, la révision des temps des verbes ou de l'accord des adjectifs. Il est possible de privilégier le travail au niveau grammatical, au niveau lexical, stylistique ou de la présentation visuelle. Voici quelques suggestions qui ont déjà fait leur preuve en classe:

#### Au niveau grammatical

- en changeant le temps des verbes (PC/ future proche);  
*Il mettra le café dans la tasse...*
- en trouvant l'infinitif de chaque verbe;
- en écrivant le poème à la forme négative, interrogative...;
- en ajoutant des adjectifs / couleurs;  
*Il a mis le café noir dans la tasse jaune, il a mis le lait blanc dans la tasse jaune de café noir au lait blanc, il a mis le sucre brun...*
- en truffant le texte d'adverbes:  
*Il a mis le café lentement dans la tasse, il a mis doucement le lait (...). Il a mis généreusement le sucre (...). Avec la petite cuillère il a tourné vivement, il a bu rapidement et il a reposé violemment la tasse...*
- en faisant une analyse logique:  
*IL: pronom sujet, masculin singulier; A: avoir; MIS: participe passé du verbe mettre; LE: article défini, masculin singulier; CAFÉ: nom masculin singulier, complément d'objet direct du verbe mettre; DANS: préposition....*
- en remplaçant les noms par des pronoms au passé composé (attention aux accords du participe passé);  
*Il l'a mis dans la tasse, il l'a mis dans la tasse de café, il l'a mis dans le café au lait, avec elle il a tourné, il l'a*

*bu et il l'a reposée...*

- en utilisant des pronoms relatifs:  
*Le café qu'il a mis dans la tasse, le lait qu'il a mis dans la tasse de café, le sucre qu'il a mis dans la tasse, la petite cuiller avec laquelle il a tourné, le café au lait qu'il a bu, la tasse qu'il a reposée...*

#### Au niveau lexical

- lipogramme en E, où, à l'instar de l'écrivain Georges Pérec, on s'impose de ne pas utiliser la lettre la plus commune en français, la lettre E (pour se faciliter la tâche, on peut décider toutefois de se permettre la lettre E avec accent!):  
*Il a mis du noir dans un bol, il a mis du lait aussi, il a mis un édulcorant, il a imposé la rotation à la boisson, il a tout bu...*
  - en s'imposant la méthode S + 7, technique de l'Oulipo où l'on prend dans le dictionnaire le 7<sup>ème</sup> mot trouvé après chaque mot du texte (on peut se limiter aux noms) et on remplace le mot du texte par ce nouveau mot. L'élément de hasard ajoute à la surprise et à l'incongruité du résultat.  
*Il a mis la cafétéria dans la tata, il a mis le laitier dans la tata de la cafétéria, il a mis le sud dans la cafétéria du laitier...*
  - en ajoutant au texte des conjonctions et des adverbess de temps:  
*D'abord il a mis le café dans la tasse, ensuite il a mis le lait, après il a mis le sucre, puis avec la petite cuiller il a tourné et finalement il a bu le café...*
  - en truffant le texte d'expressions idiomatiques imagées:  
*La main dans le sac, il pleuvait des cordes, ce ne sont pas ses oignons, se jeter dans la gueule du loup, manger les pissenlits par la racine, mettre les pieds dans le plat, tourner autour du pot, avoir un chat dans la gorge, construire des châteaux en Espagne, ajouter son grain de sel...*
- #### Au niveau stylistique, ré-écriture sous forme de:
- prise de notes:  
*7 heures, a servi café, a ajouté lait et sucre, a bu café, a fumé cigarette, est parti. L'autre a pleuré.*
  - liste de courses à faire:  
*acheter café, lait, sucre, paquet de cigarettes, chapeau, kleenex.*
  - recette de cuisine:  
*Mettre café dans une tasse, ajouter du lait à la tasse de café, puis une cuillère de sucre, mélanger délicatement avec une petite cuillère, boire*

le café, reposer tasse...

- rapport médical:  
*Traces d'intoxication par stimulants tels que la caféine; traces de nicotine dans les poumons; évidence d'un état dépressif dû à un climat familial tendu...*
- article de journal ou de grand titre:  
*Incident domestique au lever du jour!*
- contrepètries, où l'on intervertit les consonnes de mots voisins. Le résultat est souvent incongru et drôle!  
*Il a cis le mafé tans la dasse, Il a lis le mait dans la casse de tafé, Il a sis le mucre dans le lafé au caït...*
- la même histoire racontée d'un point de vue différent, ou racontée dans le contexte d'un film connu.

#### Au niveau de la présentation visuelle:

- illustrer l'histoire à la manière d'une publicité, d'une couverture de disque compact, d'une décoration de T-shirt, d'une mosaïque, d'un collage.
- récrire l'histoire sous forme de lettre anonyme avec des lettres découpées dans un journal (un grand favori des élèves!)
- écrire le texte sous forme de lettre d'amour sur papier coloré et parfumé.
- écrire le texte sous forme de lettre officielle.
- raconter l'histoire sous forme de reportage-photo.

Il est évident que les suggestions données ci-dessus ne sont en aucun cas limitatives (Queneau lui-même s'était limité à 99 versions) et que l'on peut donner libre cours à l'imagination. Il est bon d'adapter la contrainte au niveau des apprenants ou de leur donner la possibilité de proposer eux-mêmes de nouvelles formules. Le but est de manipuler la langue, de la goûter et de la faire vivre en jouant avec les mots. À l'instar de Queneau, l'écrivain Hervé Le Tellier s'est imposé d'écrire 100 variations sur le thème de *La Joconde* et ce petit livre de 1998 est une perle d'écriture et d'humour. Peut-être que par la suite les élèves seront curieux de retrouver ces deux auteurs dans leurs écrits respectifs.

Je ne puis m'empêcher de penser que si Queneau (1903-1976) et Prévert (1900-1977), deux contemporains, savaient que de jeunes Américains s'amuse dans leur sillage en classe en manipulant la langue française, ils seraient ravis!

Armelle Webster  
The Polytechnic School  
Pasadena, CA

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## NNELL AWARD FOR OUTSTANDING SUPPORT OF EARLY FOREIGN LANGUAGE LEARNING

The National Network for Early Language Learning (NNELL) Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician/elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning. The letters may also include supporting evidence such as newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc. The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted se-

quence;

- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language events, sends newsletter with foreign language program updates to parents;
- Provides leadership in establishing and maintaining early language programs at the local or state level;
- Supports and provides professional development opportunities for early language specialists;
- Advocates for early language programs at the local or state level, e.g., represents his or her foreign language program at local or state school board meetings;
- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA;
- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects.

The two letters of nomination and up to five pages of sample documentation (newspaper articles, advocacy materials, etc.) should be mailed as one nomination submission by **June 1, 2002** to: Mary Lynn Redmond, Chair, NNELL Award Committee, 6 Sun Oak Court, Greensboro, NC 27410.

The nomination must include the contact information (mailing address and telephone number) of the individual who is submitting the nomination and the nominee. Award recipients will be notified by August 15, 2002, and the award will be announced at the annual meeting of the National Network for Early Language Learning in November.

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### 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 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.

# REGIONAL REPORTS

## REGION VII: WEST CENTRAL

The chapters of Region VII are actively promoting the French language while providing important programs and opportunities for French teachers. Throughout the region, AATF chapters are joining forces with the *Alliance Française*, local universities, and community organizations in order to develop and increase awareness of the importance of French.

### Downstate Illinois

The Downstate Illinois Chapter hosted an immersion day, entitled "Les Voix de la Francophonie." Organized by President Gwenne Hickman and Treasurer Dr. Debbie Mann, this workshop for teacher was held at Southern Illinois University at Edwardsville. The excellent speakers, delicious food, and culminating concert provided all teachers in attendance with a wonderful opportunity to broaden their knowledge of *la Francophonie*. Speakers included Jeanelle Stovall of East St. Louis, Nassim Ghani of France, Sylvain Turbide and Nathalie Tremblay of Quebec, and Gwenne Hickman of Belleville, IL. After two afternoon sessions, the group enjoyed the music of Matapat, a trio of musicians from Quebec who present their culture through music, song, and dance. Energetic and spirited, Benoît Bourque, Gaston Bernard, and Simon Lepage played traditional *Québécois* folk music.

### Chicago/Northern Illinois

More than 50 Chicago-area AATF members viewed the exhibit "Gauguin et Van Gogh: Le Studio du Sud" at the Chicago Art Institute after tea and croissants at the nearby Russian Tea Room. For National French Week, the AATF joined forces with the Hotel Sofitel in Rosemont to provide teachers and students with a unique selection of activities, including a student poster contest with exhibition of the posters in the lobby and a French Winemaker's Dinner. Approximately 800 students participated in the *Concours de connaissances* which focused on the French provinces this year. The names of students with perfect scores were entered in a *tombola* from which three winners were chosen for prizes such as restaurant certificates, French music cassettes, and videos of French films. In addition, the

Chapter sponsored *La Compagnie Claude Beauclair* and its presentation *Pour faire le portrait de Prévert* at Morton East High School in Cicero. Over 400 students and teachers attended this unique spectacle. The winter meeting was held at the *Alliance Française*. Tim Young, Public Relations Manager of the French Government Tourist Agency, spoke briefly. Marie-Claire Caravati presented a program on the child in the films of François Truffaut. Michèle Gragg was promoted from *Chevalier* to *Officier dans l'Ordre des Palmes académiques*. Special congratulations are in order for Marie-Simone Pavlovich who received the 2001 AATF Dorothy Ludwig Excellence in Teaching Award for the Post-

tour of the French collections and a luncheon meeting in the Rozelle Court of the museum.

### Greater St. Louis

Fall was a busy time for members of the Chapter. Under the leadership of President Anne Gray-Le Coz, many enriching activities were organized. "Dive into St. Louis Culture, Community, and History: French as a Springboard" was the title of a workshop offered by Mary Beth Peterson Powell. She linked resources available at the St. Louis Historical Society with the teaching of French. Teachers present received many documents that could be used in the classroom. Members viewed a video of the history and rehabilitation of the Demenil Mansion, followed by a visit of the house with a guide. Originally built for Madame Chouteau, the Demenil Mansion was later acquired by the Demenil family. After touring the home, participants enjoyed a delicious luncheon.

When Polly Platt, the author of *French or Foe*, was in St. Louis to talk to the business community, she agreed to have tea with teachers on the afternoon of October 10. She was charming, witty, funny, and nice enough to answer the teachers' questions. The Chapter also helped bring the play *Pour faire le portrait de Prévert*

to Webster University. Presented by members of the *Compagnie Claude Beauclair*, the spectacle was well attended by students, teachers, professors, and the Francophone community.

### Wisconsin

AATF members were able to expand National French Week activities by meeting each other at the Wisconsin Association of Foreign Language Teachers Conference in November. Over 1000 state foreign language teachers attended this annual conference in Appleton, WI. On the regional level, two groups of French teachers meet on a regular basis. French teachers in southeastern Wisconsin enjoy many cultural activities due to the efforts of Gabrielle Verdier. These activities include guest speakers, a series of French movies, and direct attention to many activities going



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

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

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

**du 7 au 13 novembre 2002**

**Initiatives locales, régionales, et nationales  
aux États-Unis**

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

Secondary Level. *Félicitations, Marie-Simone!*

### Greater Kansas City

After years of inactivity, the Kansas City Chapter has begun to organize events due to the efforts of President Kathleen Madigan and Treasurer Sandra Trundle. In November, members of the AATF Greater Kansas City Chapter joined forces with the *Alliance Française* to celebrate National French Week at Rockhurst University. Dr. Curtis Hancock of the Rockhurst Philosophy Department gave a talk entitled "Jacques Maritain: Friend of the Americas." After discussion and refreshments, the children's choir of the Académie Lafayette sang a medley of French songs. The evening concluded with a dinner. In February the members met at the Nelson-Atkins Museum of Art in Kansas City for a

on in the area. Another regional group, Northeast Wisconsin (NEW), headed by Ken Fleurant and Nicole Meyer, does many similar activities, continually making the membership aware of the many cultural opportunities in the area.

The Wisconsin listserv, developed by recent President Jim Radtke of Marquette High School in Milwaukee, serves as the information highway for members from all areas of the state. This dialogue mechanism has allowed all French teachers in the state of Wisconsin to share information, exchange ideas, and has opened up many more opportunities in French. This has especially helped teachers in the isolated communities of the state to maintain contact with their colleagues.

Approximately 400 participants compete at the state level in the *Concours oral* organized by David Hammond at St. John's Military Academy in Dearfield. In addition, Wisconsin has placed in the top 25 regions nationally for participation in the *Grand Concours*. Last year, a student from long-time AATF member Lydia Oscoz's class was a national winner.

### **Kansas**

The annual *Journée à la française* in October was a resounding success even though the group was small in number. Hosted by Past-President Mary Greenwood Johnson at Bishop Seabury Academy in Lawrence, teachers came from many area schools as well as from as far away as Wichita to spend a day immersed in French language and culture. After breakfast, Selbée Diouf, graduate student at the University of Kansas, gave a brief historical outline of Senegal as a French colony and later as an independent country. She then answered questions about the role of women, agriculture, and principal industries in Senegal. Bryant Freeman, Professor of French and Creole at KU, discussed Haitian culture before introducing the participants to Creole and some of the differences between French and Creole. During lunch Sabine Meyer answered questions about the tragic events of September 11, since she works for National Geographic Adventure Magazine in New York City. After lunch, President Erin Arantowicz taught several folk dances to the group. The sharing of teaching materials on French language and culture was the culminating activity of an outstanding *journée d'immersion*. At the fall meeting in Wichita, panelists as well as others in attendance shared ideas for activities to celebrate National French Week. The Kansas Chapter is currently soliciting nominations for its first French Educator of the Year Award, to be presented in the fall of 2002.

### **Nebraska**

The Nebraska Chapter began the school year with a new slate of officers. Dr. Juliette Parnell-Smith was elected to serve as President, Dr. Tom Carr as Vice-President, Jane Searcey as Treasurer, and Bernadette Korslund as Secretary. They started their terms with a week-long international language camp for children during the month of July. There were many fun and educational French activities organized for children from ages 9 to 16 at this special camp. During the fall NFLA convention for foreign language teachers, French teachers enjoyed a full immersion day program. Topics discussed included the euro and the latest information on the 2000 French census. They also played games in French and watched and then discussed a French film.

Nebraska teachers celebrated National French Week with several fun and exciting events. In Lincoln, the University of Nebraska Modern Languages Department organized a series of lectures across the campus dealing with various topics on France and Francophone countries. Some interesting topics included French photo-journalism, French as a language of development in Francophone Africa, and the impact of the French flute school on the international scene. In Omaha, the musical *Les Misérables* provided a focus for National French Week events. A lecture on Victor Hugo was followed by a performance of various songs from the Broadway show performed by a high school student. In addition, the chapter showed Claude Lelouch's film of the same name as a contemporary version of the novel. In both cities, public readings in libraries and bookstores of French stories to young children provided an opportunity to reach out to the community. The Chapter was very encouraged by the public's interest in their activities.

Ann Sunderland  
Region VII Representative

### **REGION VIII: SOUTHWEST**

Activities in Region VIII have been diverse and plentiful. Most schools have been maintaining their *Semaine du Français* activities; some have lessened theirs, and a few have newly joined the ranks of the "anointed." We encourage all to continue their efforts to showcase French to the public at large, by taking these activities out into the public.

### **North Texas**

Carrie Harrington, Program Director of Foreign Languages for Fort Worth, organized a very productive panel discussion as part of the in-service program for language teachers in August. Panelists

included representatives from professional organizations, AATF, AATG, AATSP, as well as from the business sector, the Chamber of Commerce, and individuals representing a variety of different ethnic organizations. The purpose was to encourage the education sector and others to pool their resources, skills, and knowledge to build closer relationships and to focus on meeting the needs of the community at large. A resource manual is being developed to further this goal.

Another tireless worker for the spread of French is Patricia Bradley who, for the past five years as founder and coordinator of the French Business Symposium, has been diffusing the word to high school and community college students about the many opportunities available to them for using their language skills. Members of the French-American Chamber of Commerce and the French community merged their efforts to invite some 250 students to hear informative talks as well as to compete for prizes. The event was held at Richland College, where Maurice Pouban (Professor of French) serving along with Philippe Orsetti, CEO of Helicopter and Aerospace Consulting, Inc., and Pat Bradley brought this exciting day to fruition. Each student received a beautiful T-shirt with "Je suis 'cool,' Je parle français!" Partial scholarships, monetary awards, and a trip to Paris were provided by the business community. AATF President Sherry Johnson and her fellow officers and executive committee planned a very successful *Fête française* which took place at Dallas International School. Kudos go especially to Sylvia Mawhee, special events Vice-President, for assembling an exciting program of performances and artistic and academic competitions.

Martin Johnson, liaison to the French-American Chamber of Commerce, has been working hard to establish a scholarship program to recognize students and teachers (from FLES to college level) to continue their French language studies. A planning committee will be meeting to set up the goals for this broad-based program. This committee will be composed of French entrepreneurs, AATF teachers, French cultural groups, and native speakers in the area.

Stuart Harrison, senior at Texas Christian University and recipient of the Essilor, Inc. Scholarship will speak about his summer studies at the *Université de Caen* at the spring meeting on May 5.

This is a highly motivated chapter which strives to involve different individuals in exciting activities. For example, just recently, the Dallas *Accueil* contacted the Chapter to publicize a film festival to be

held in April at the Angelika movie house.

### Houston

The International Fest at the end of April will feature France this year, especially focusing on Bretagne, Poitou-Charente, and Pays de la Loire. They will also feature programs for younger children.

Another ongoing activity is the weekly coffee hour at La Madeleine. At their last meeting, the guest speaker was an exchange student from France.

This year, the French Symposium, open to all high school students throughout the state, will be hosted at Kingwood High School. Among the activities scheduled are a balloon glow, a fencing demonstration complete with electronic equipment.

### Central Texas

Last year a meeting held in Austin featured the well-known Dr. Pierre Dauchez, *Attaché pour la science et la technologie*, who spoke on the future of nuclear power in France and Dr. Marie-Christine Koop, French Professor at the University of North Texas, who spoke on the present situation of education in France.

At the fall meeting, Romain Striffling, *Attaché scientifique adjoint au Consulat de France à Houston*, and Dr. Park Jung Ja, Professor of French Literature at the University of Sang Myung in Seoul, South Korea, made presentations. In addition, Sheila Gomez-Mira also gave a presentation on a little known Francophone country, Burkina Faso, formerly called Upper Volta.

### El Paso

Karen Kaminis and Françoise Turner are revising their chapter constitution. They request any help you can give them.

A new activity for this group at Franklin High School was the participation of the French Club and the AP class in the celebration of international Christmas. This even was sponsored by the International Museum of El Paso with the idea that focusing on French is not just an activity for *la Semaine du Français*. We should make our presence known. The club made ornaments and sang a capella "Un Flambeau, Jeannette Isabelle" and "Il est né le Divin Enfant."

A very successful promotional device for improving enrollments in French is to send out letters twice a year including a section explaining the ten reasons why students should take French. As a result, Socorro High School has three full-time teachers with enrollments of more than 400.

### Colorado-Wyoming

There has been a change of Presidents in this area: Penny Taylor has retired and

Verna Lofaro has assumed the position.

Her school initiated all kinds of contests. They focused on where French is spoken, emphasis on French accomplishments, tongue twisters. The advanced sections made story books and wrote original poetry. The students appeared to be really excited, and they definitely will do this again next year.

### New Mexico

This Chapter, though small, takes the lead in providing many opportunities for meeting and recognizing those individuals who have organized numerous workshops and who have otherwise worked diligently for the spread of the French language.

In February, Marina Peters Newell, French Instructor at the University of New Mexico, organized an important conference entitled "Bringing Together a World Apart." The keynote speaker was Dr. Lynn Sandstedt, past Executive Director of the AATSP.

M. Gilles Milinaire, the Honorary French Consul, has informed the chapter of the upcoming visit of M. Claude Girault. M. Girault is not only an elected *Délégué de la deuxième circonscription des États-Unis*, he is also a renowned poet.

A member whose exceptional talents have been recognized is Nancy Zipf who received the Excellence in Teaching Award at SWCOLT last year. Nancy also fills the critical and demanding position of chair of the National French Contest in her area.

The annual meeting of the *Fédération des Alliances Françaises* was held in October. Claude Seninger, President of the Albuquerque *Alliance Française*, was instrumental in organizing the professional and social meetings.

At the successful celebration of National French Week, many activities were observed. The Secretary of State paid tribute to Jean Harzic, General Secretary of the Paris *Alliance*, who will be retiring this year. *Madame la Secrétaire* presented a proclamation. *Alliance Française* President, Jane Robert, AATF President Jean-Pierre Piriou, Alain Marquer, and M. Jehan-René Gehan were also in attendance. This four-day conference offered numerous beneficial workshops. Others deserving of praise are Mr. David Thome, Co-President of the *Alliance Française*, and M. Denis Bisson, as well as Claude Seninger.

Regretfully, no reports were received from South Texas, Hautes Plaines, Utah, Oklahoma, Arkansas, and East Texas.

Helen Lorenz  
Region VIII Representative

## LA SALLE UNIVERSITY STUDENTS CELEBRATE NATIONAL FRENCH WEEK

The French Club at La Salle University, Philadelphia invited their fellow students to a Cabaret Night. The event, part of the



Members of the La Salle University French Club in front of the National French Week display.

celebration for National French Week, was held at Backstage, a small, intimate cabaret-type setting that is reminiscent of the cabarets of Paris. French *chanteuse* Christiana Gallagher sang songs of Jacques Brel, Yves Montand, Jacques Prévert, and Georges Brassens. She provided the words so the students were able to join her. The French Club also offered refreshments to those who attended.

In addition to the Cabaret Night, the French Club promoted National French Week in a display on campus. The display featured the new AATF poster along with other pictures of France and Francophone countries. The French Club also had T-shirts made for the members. The front of the shirt identifies "La Salle University, Le Club Français," but the back of the shirt shows a large French flag with the words "Vive la France, On est les Meilleurs!" The students wear their T-shirts with pride. The French program at La Salle University continues to grow as more students choose French as their major field.

Diana M. Regan  
La Salle University (PA)  
Region IV Representative

### Promotional Materials

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

Check out the

- AATF Materials Center (p. 46)
- Poster series (p. 44)
- Promotional Flyers (p. 38)
- Other Promotional Items (p. 10)

## SALON DU THÉ À LA MENTHE

The “Salon du thé à la menthe” was born as a sequel to a series of three workshops on North Africa that I co-organized with two high-school teachers in 2000-2001, Michèle Cassavante (Blake High School, Bloomington, MN) and Marie-Hélène Kasak-Saxler (Stillwater High School, Stillwater, MN). In the first workshop, we presented the history of North Africa and the relationship of France with Algeria, as well as immigration and identity through literature and film. In the second one, authentic cultural material was introduced, and we also looked at French language textbooks to assess how North Africa, in particular, and the Francophone world in general, were presented. The third workshop, in conjunction with the *Journées francophones* of the *Alliance Française* of the Twin Cities, focused primarily on the music and cinema of North Africa. Over the summer, with one of the co-organizers, Michèle, we decided to continue organizing meetings around North Africa, this time to talk about literature, since she was going to teach Maghrebian texts in an advanced placement class. We selected a short list of books that we thought faculty could teach in advanced courses, in high school and college, knowing it would be hard to add more than four or five meetings to busy schedules. We were looking for a name for this new group. I had just repainted my porch in bright white and blue reminiscent of Tunisia. Michèle and I are avid tea drinkers, and we both missed the Moroccan and Tunisian cafés. Since we wanted to talk about books in a relaxed atmosphere, with equal participation from everyone, we called our project “le Salon du thé à la menthe.” We sent the announcement to the Minnesota AATF Chapter in the bulletin *Reflets de l'étoile du nord*, edited by Françoise Denis (Macalester College) and to the Chapter's listserv maintained by Mary Lou Wolsey (St. Thomas University, St. Paul, MN). I hosted the first meeting at my house, with some dates, cookies, and Moroccan mint tea.

The first book we read was *Histoire de ma vie* by Fadhma Aït Amrouche. Everyone had ordered their book individually through local bookstores or on-line services. We had about eight participants in the first meeting, a mix of high school and college teachers. We talked about the context in which Amrouche's writing had emerged and what her children Jean and Taos Amrouche had accomplished, the son a poet and translator of tales and songs from Kabylia, and Taos, a novelist and singer of traditional Kabyle songs. We discussed

the book chapter by chapter, noting the major recurring themes, especially the following ones: the separation between Berber (the preferred appellation is Imazighen) and Arab cultures; Amrouche's travels from her mother's village to her husband's in a different part of Kabylia, to Tunisia, and then France—we looked at maps of Algeria to identify the region she was from; her sense of exile as she was a Christian Berber living most of her adult life in Tunisia, then in France; with a family-in-law with different moral and cultural habits than hers; her relationship with her husband; how singing sustained her through hardships; and her relationship to writing. Everyone participated fully in the discussion, and we had a sense of introduction to the complexities of the history and cultures of the Maghreb and of the relationship between France and Algeria.

In early February, we met at a colleague's house, another group of eight. Most of us had participated in the first meeting. This time, we sat around a Moroccan soup, the *harari*, a Moroccan cake, dates, and Moroccan tangerines, and mint tea as well. The second book we had chosen was *L'enfant de sable* by Moroccan writer Tahar Ben Jelloun. It is a complex tale of sexual and gender identity, of storytelling and writing, spellbinding because of its ambiguities at every turn. Even though the book is not very long, it is very dense and a challenge to teach. As in *Histoire de ma vie*, the place of women in society emerges very strongly. We took the book chapter by chapter, to identify not just the themes but also the symbols, the narrative voice, the images between writing, speaking, story, reality, what contract binds narrator and reader/public, and the relationship between genders. The story is made of many fragments that converge toward a main interrogation about individual and collective—even national—identity. The book is rich in cultural images, evoking Fez, the native Moroccan city of the author, such as doors, the daily religious rhythms; or the different sensations associated with going to the *hammam* with the mother or the father. The ambiguous identity of the main character, Ahmed/Zohra, who is both the object of the story and its subject as he wrote a diary whose pages are often presented as blank, is the main thread. The public addressed by the storytellers is engaged to speculate upon him/her and encouraged to complete the story.

The conversation was lively and the

perspectives multiple. The group had a sense that even if it is a book that cannot be interpreted in a single way, we had a richer understanding of it after the discussion. We had not quite come to the end of the book, however, after several hours. We decided collectively to add a meeting in order to finish speaking about this book in conjunction with its sequel, *La nuit sacrée*, that presents the story in a different style altogether. I am also preparing a short critical bibliography on these two books. The other two volumes in our program for this year are *Oran, langue morte*, short stories by Assia Djebar, and *Le gône du Chaaba* by Azouz Beggag, with the projection of the film based on the book.

The goal of the *Salon du thé à la menthe* is to provide us with the opportunity to meet beyond the boundaries of our institutions. By sharing not only our thoughts about how to interpret the books but also how we can teach them, we are better equipped to present them to our students with all the necessary cultural context.

Joëlle Vitiello

Macalester College (MN)

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### CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 74, No. 4 (March 2001). Les activités se trouvent à la page 13.

- I. 1. Qui a fait zéro faute à la dictée?  
2. Pourquoi mon voisin ne peut-il acheter cette belle Toyota?  
3. A qui a-t-il donné un dessous de table?  
4. Est-ce une bonne chose que de raconter des salades à son épouse?  
5. Qu'est-ce qui lui a valu un cancer du foie?  
6. Avec qui me suis-je battue bec et ongles?  
7. Que dit-on de lui?  
8. A quoi ressemble son nez?  
9. A qui passe-t-elle son temps?  
10. Quel est le mot familier pour pomme de terre?
- II. 1. de; 2. avec; 3. à; 4. de; 5. dans; 6. pour; 7. lors de (ou pendant); 8. Jusqu'à; 9. chez; 10. d'
- III. 1. ménager la chèvre et le chou.  
2. Ce journal est une vraie feuille de chou.  
3. Il a les oreilles en feuille de chou.  
4. J'ai fait chou blanc (=j'ai échoué)  
5. Il est très chou (=très gentil)
- IV. 1. pommes; 2. champignon; 3. poireau; 4. pivoine; 5. navet

# ACADEMIC CREDIT FOR ATTENDING THE 2002 CONVENTION IN BOSTON

The AATF is pleased to be able to offer 2002 Boston Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$100. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

## PRELIMINARY SYLLABUS

### College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 11 and concluding on Sunday, July 14, 2002.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday morning, July 11.
- Participants may select from one of the following themes and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
  - ◆ Technology
  - ◆ FLES\*
  - ◆ French and Francophone Cultures
  - ◆ Literature
  - ◆ Language Learning
  - ◆ Teaching Techniques
- Participants will attend a minimum of ten break-out sessions.

After the convention:

- Each participant will present a written summary of the conference which includes the following:
  - 1) A summary and critique of each session;
  - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
  - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **August 31, 2002**.

If you are interested in receiving one hour of graduate credit, please fill out the form below and return it to AATF Headquarters along with your payment of \$100. This will place your name on the mailing list to receive updated information and official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [kennelly@webster.edu]. If you have already registered along with your convention registration, this form is not needed.

## CALL FOR PAPERS

Papers are sought for the American Association of University Supervisors and Coordinators' (AAUSC) 2003 volume on Issues in Language Program Direction. Entitled *Advanced Foreign Language Learning: A Challenge to College Programs*, this collection explores the possibilities and challenges for collegiate foreign language departments as they support advanced L2 learning. Central to the volume is the notion that fostering advanced language learning requires program-wide thinking that spans the typical four-year undergraduate program and the possibility for continuation in graduate education. An investigation into advanced language acquisition raises important questions about possible limitations placed on advanced language learning by the structural and content bifurcation in collegiate foreign language departments and also by prevailing characterizations of the advanced learner. Specifically, addressing advanced language instruction entails linking content and language learning and exploring the consequences of that linkage in terms of structures, courses, materials, and pedagogies. This volume wishes to foster an explicit focus on these and related issues. For expressions of interest and questions about the volume, please contact the editors at your earliest convenience. Submission deadline for papers (4 copies): **September 1, 2002**. See style sheet (Modified Chicago B) in recent issues of the AAUSC series.

For more information or to submit an article, contact Heidi Byrnes or Hiram Maxim, German Department, Georgetown University, Washington, D.C. 20057; Tel: (202) 687-6051; Fax: (202) 687-7568; E-mail: [byrnes@georgetown.edu] or [hbm2@georgetown.edu].

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### One-hour Graduate Credit for the 2002 AATF Convention through Webster University

Name \_\_\_\_\_

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Phone (home) \_\_\_\_\_ Phone (work) \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

School Affiliation \_\_\_\_\_ Level taught \_\_\_\_\_

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

# AATF NATIONAL COMMISSIONS

**Commission on Community Colleges**  
**Mary Jo Netherton**  
Morehead State University  
421B Combs Building  
Morehead, KY 40351  
E-mail: [m.nether@morehead-st.edu]

**Commission on Cultural Competence**  
**Marie-Christine Koop**  
Dept. of Foreign Languages  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

**FLES\* Commission**  
**Gladys Lipton**  
University of Maryland-Baltimore County  
Baltimore, MD 21250  
E-mail: [lipton@umbc.edu]

**Lena Lucietto**  
Isidore Newman School  
1903 Jefferson Avenue  
New Orleans, LA 70115  
E-mail: [llucietto@newman.k12.la.us]

**Commission on French for Business  
and International Trade**  
**Steven Loughrin-Sacco**  
International Business Program  
San Diego State University  
5500 Campanile Drive, BAM 431  
San Diego, CA 92182-7732  
E-mail: [loughrin@mail.sdsu.edu]

**Commission for the Promotion of French**  
**Raymond Comeau**  
Harvard University Extension School  
51 Brattle Street  
Cambridge, MA 02138  
E-mail: [comeau@hudce2.harvard.edu]

**Jacqueline Thomas**  
Dept. of Language and Literature  
Mail Sort Code 162  
Texas A&M University-Kingsville  
Kingsville, TEXAS 78363  
E-mail: [j-thomas@tamuk.edu]

**Commission on High Schools**  
**Brenda Benzin**  
824 Delaware Road  
Kenmore, NY 14223-1236  
E-mail: [bbenzin@aol.com]

**Molly Wieland**  
4430 Harriet Avenue  
Minneapolis, MN 55409  
E-mail: [molly\_wieland@hopkins.  
k12.mn.us]

**Commission on Middle Schools**  
**Patricia Duggar**  
2080 Northport Rd. #3  
Cordova, TN 38018  
E-mail: [memfem20@yahoo.com]

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

**Commission on Student Standards**  
**Nancy J. Gadbois**  
86 East Street  
Southampton, MA 01073  
E-mail: [gadboisn@sps.springfield.ma.us]

**Commission on Professional Teacher Standards**  
**Susan Colville-Hall**  
University of Akron  
Akron, OH 44325-4205  
E-mail: [colvill@uakron.edu]

**Commission on Telematics and New  
Technologies**  
**Townsend Bowling**  
Dept. of Foreign Languages  
University of Texas  
San Antonio, TX 78249  
E-mail: [tbowling@utsa.edu]

## LE CENTRE INTERNATIONAL D'ÉTUDES PÉDAGOGIQUES ANNONCE UN STAGE D'ÉTÉ

Le CIEP propose un stage de civilisation pendant deux semaines à Sèvres-Paris entre le 24 juin et le 6 juillet 2002 aux professeurs de français langue étrangère dans les lycées, universités, instituts et centre culturels. Ce stage inclut un week-end prolongé en Bretagne autour de Saint-Malo. Les tarifs incluent la formation, l'hébergement et la restauration en demi-pension, les visites et activités culturelles et les déplacements.

La date limite d'inscription est le **1 juin 2002**. L'envoi de dossiers d'inscription s'effectue sur demande. Pour plus de renseignements contactez Alain Kimmel, Responsable pédagogique, Tél: 33.1.45.07.60.70; Mél: [akimmel@ciep.fr].

## AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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

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

## SUMMER INSTITUTE FOR IMMERSION TEACHERS

The Canadian Association of Immersion Teachers (CAIT/ACPI) and the Faculté Saint-Jean of the University of Alberta announce the seventh summer institute presented by the ACPI in cooperation with the Consortium of Canadian Universities under the direction of Dr. Lucille Mandin from July 2-12, 2002 and again in 2003.

The theme of this year's institute is "Laissez-les écrire! L'Écriture—un besoin vital en situation immersive."

For information on this institute see the website at [www.fsj.ualberta.ca/institut\_acpi]. Registration deadline is **April 30, 2002**.



## SWISS KIT AVAILABLE

This kit, provided by the Swiss Embassy, contains general information on Switzerland, including geography, maps, history, economy.

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

This Swiss kit is offered to AATF members free of charge for the cost of postage: \$5.00 for the first copy, \$1.00 for each additional copy. Contact National Headquarters. (While supplies last.)

# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

**New! French By the Numbers**

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

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

**New! French is Not a "Foreign" Language**

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

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

**Why Learn French**

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

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

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

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

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

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

A red, white, and blue brochure which lists 10 excellent reasons why students should learn French including increasing their advantage in the global job market and improving their critical and creative thinking skills.

First-class postage and handling of \$5.00 per 100 required in quantities.

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

This flyer offers reasons and testimonials on the importance of beginning the study of French at a young age.

First-class postage and handling of \$5.00 per 100 required in quantities.

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



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

Purchase orders accepted.

\*Prices as of 3/1/02

<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** \_\_\_\_\_

# AATF CONVENTION WORKSHOPS

**Thursday, July 11, 1:30-4:30 p.m.**

**W115: L'interculturel dans la classe de français: modules interactifs**

*Intervenante: Céline Poulin-Lape, Lehigh Valley AATF Chapter (PA)*

Venez explorer les stéréotypes qui sont véhiculés dans la société américaine vis-à-vis la culture française, et vice-versa, et découvrir votre niveau de sensibilisation à «l'autre culture». Cet atelier interactif fournira également des éléments sur les valeurs culturelles des deux sociétés pouvant aider à comprendre davantage les différences culturelles. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

**Thursday, July 11, 1:30-4:30 p.m.**

**W116: Talking Tableaux**

*Intervenants: Gale Munson, Shenendehowa High School (NY) & Michael Cassin, Clark Art Institute*

Learn how to get your students to speak and write in French about French works of art. No prior lessons in art history required for students or teacher. A French teacher and a museum curator have developed an innovative approach which links your curriculum to Impressionist masterpieces. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

**Friday, July 12, 8:30-11:30**

**W211: "Prince, roi, petit Nicolas: Qui, quoi, comment?"**

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

Le petit prince, Babar et petit Nicolas. Que pouvez-vous faire avec ces trois? Venez écouter des stratégies pour enseigner ces textes, des suggestions pour les rendre vivants, de nombreux exemples de ce que des étudiants ont fait avec ces œuvres, des représentations théâtrales et des rubriques pour évaluer les efforts des jeunes. Un paquet de documents sera distribué à tout ceux qui viennent. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

## SPECIAL GUEST WORKSHOP

**Friday, July 12, 1:00-4:00 p.m.**

**W234: Le Québec: survol littéraire et portrait de la situation politique actuelle**

*Intervenant: Jean-Denis Côté, Université Laval (Québec)*

La littérature québécoise, qu'elle soit destinée aux jeunes ou aux adultes, connaît une véritable effervescence, surtout depuis le milieu des années 1970. Nous aborderons quelques œuvres pour les deux types de public, et nous verrons, sous mode didactique, comment les étudier en classe du point de vue de la forme et de la thématique. Nous brosserons également

un portrait de la situation politique actuelle en faisant une brève présentation des principaux partis politiques et de leurs origines historiques, tant sur la scène fédérale que provinciale. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

**Saturday, July 12, 8:30-11:30 a.m.**

**W312: Culture in Your Backyard: Producing Videotaped Interviews with American-Based Francophones**

*Intervenantes: Kirsten Halling, Mari O'Brien & Barbara Galbraith, Wright State University (OH)*

Presenters will share procedures for producing a simple but powerful video composed of interviews with American-based Francophones. Participants will develop strategies for locating French speakers, formulating interview questions, supplying props, assigning background research to be completed by students, determining student responsibility, editing (and even distributing) the video, and using it in class. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

**Saturday, July 13, 1:30-4:30 p.m.**

**W333: Je me souviens: la chanson québécoise, reflet d'un peuple**

*Intervenants David Graham, Molloy College (NY) & Madeline Turan, Sachem High School North (NY)*

Depuis sa naissance, la chanson québécoise est le fidèle portrait de la civilisation francophone en Amérique du nord. Elle peut nous donner un aperçu de la politique, de l'histoire et de l'esprit québécois. La vie à la ville et à la campagne, les défis que représentent l'hiver, la terre, la religion, la famille, la langue, ce sont tous des thèmes incontournables de la chanson québécoise populaire. Les intervenants présenteront une vingtaine de chansons de compositeurs et d'interprètes très variés. Avec des idées pour l'exploitation en classe, ils essayeront de faire un portrait de la réalité québécoise qui est à la fois vieille et très moderne. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

**Sunday, July 14, 8:30-11:30 a.m.**

**W412: Making the Most Out of an AP French Course**

*Intervenante: Éliane Kurbegov, Dr. Michael Krop Senior High School (FL)*

This workshop will be conducted in French and will discuss the College Board's French AP Program, giving an overview of the exam, its format and scoring rubrics. Sample answers will be examined and discussed. Strategies for speaking, listening, writing and reading competencies will be

explored. Participants are welcome to bring ideas, material and syllabi to share. Techniques for using various resources to help improve students skills will be developed. (The cost of the workshop is \$25 per person; pre-registration is recommended.)

## Other Convention Offers

### Certificate of Attendance

If you would like to receive a Certificate, check the box on the back of the Convention Registration Form on pages 19-20. Certificates will be delivered at the convention.

### Roommate List

As in the past, we will again offer a roommate list of those wishing to share a hotel room. Check the appropriate box on the back of the Convention Registration Form. A list will be prepared of all those who have checked the roommate box and distributed. You can then contact individuals on that list and make your own arrangements to share a room.

### Press Release

We will again offer attendees the opportunity to have their photo taken with an Executive Council member. After the convention, you will receive an official press release detailing your attendance at the convention along with the photo. Use these to gain positive publicity for yourself and your French program.

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## 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].

ORDER FORM FOR

2000 ACTFL Foreign Language Series Volume

MAIL OR FAX YOUR ORDER TO:

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Credit Card: MasterCard, Visa
Credit Card Number:
Exp. Date:
Signature:

## SUMMER INSTITUTES FOR LANGUAGE TEACHERS

The following list of summer institutes is offered by the nine Title VI Language Resource Centers funded by the U.S. Department of Education. Details of each summer institute are available on the Web site of the sponsoring Language Resource Center. The complete list is available at [<http://nflrc.msu.edu>]. The cost for the institutes and application dates may vary. Some institutes offer stipends to participants to help defray the cost of travel and lodging.

The Center for Advanced Research on Language Acquisition will offer:

- Proficiency Oriented Language Instruction and Assessment, July 29-August 2, 2002
- Focusing on Learner Language: Basics of Second Language Acquisition for Teachers, July 29-August 2, 2002
- A Practical Course in Styles- and Strategies-Based Instruction, August 5-9, 2002
- Developing Assessments for the Second Language Classroom, August 5-9, 2002
- Meeting the Challenges of Immersion Education: Focus on Reading, August 5-9, 2002
- Culture as the Core in the Second Language Classroom, August 12-16, 2002
- Immersion 101: An Introduction to Immersion Teaching, August 12-16, 2002
- Technology in the Second Language Classroom, August 12-16, 2002

For more information on the abovementioned institutes, contact: The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, 619 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455; Tel: (612) 626-8600; Fax: (612) 624-7514; E-mail: [[carla@tc.umn.edu](mailto:carla@tc.umn.edu)], Web: [<http://carla.acad.umn.edu>]; Institute Web site: [<http://carla.acad.umn.edu/summerinst.html>].

The Center for Language Education and Research (CLEAR) will offer:

- Teaching Writing in the Foreign Language Classroom, June 17-19, 2002
- Using Communicative Activities in a Grammar-Based Curriculum, June 20-22, 2002
- Promoting Motivation and Interest in Foreign Languages Inside and Outside of the Classroom, June 25-28, 2002
- Basic Web Pages for Late Bloomers, July 9-12, 2002
- Beyond Web Pages, July 15-19, 2002
- Putting Flash Into Your Course, July 22-26, 2002
- Materials Development Marathon: Creating Online Communicative Activities from Start to Finish, July 29-August 2, 2002

For more information on the previous institutes, contact CLEAR, Michigan State University, A712 Wells Hall, East Lansing, MI 48824-1027; Tel: (517) 432-2286; Fax: (517) 432-0473; E-mail: [[clear@msu.edu](mailto:clear@msu.edu)]; Workshops Web site: [<http://clear.msu.edu/institutes/02institutes/>].

The Language Acquisition Resource Center (LARC), San Diego State University will offer:

- Digital Media Archive, July 15-19, 2002
- Multimedia Literacy and Web-based Reading, July 22-26, 2002
- Topics in Foreign Language Testing on the Web, July 29-August 2, 2002

For more information on the abovementioned workshops, contact: Language Acquisition Resource Center, San Diego State University, 5500 Campanile Drive BAM 424, San Diego CA 92182-7703; Tel: (619) 594-6177; Fax: (619) 594-0511; E-mail: [[nlrcsd@mail.sdsu.edu](mailto:nlrcsd@mail.sdsu.edu)]; Web: [<http://larcnet.sdsu.edu>].

The National Capital Language Resource Center (NCLRC), Georgetown University, The George Washington University, and the Center for Applied Linguistics will offer:

- Foreign Language Teacher Education, June 24-25, 2002
- Teaching Learning Strategies in the Foreign Language Classroom, June 26-27, 2002
- Oral Proficiency Assessment, June 25, 2002
- Teaching with Technology in the Foreign Language Classroom, June 28, 29, 2002

For more information on the abovementioned institutes, contact: National Capital Language Resource Center, 2011 Eye Street, NW, Suite 200, Washington, DC 20006; Tel: (202) 973-1086; Fax: (202) 973-1075; E-Mail: [[nclrc@gwu.edu](mailto:nclrc@gwu.edu)]; Web: [<http://www.cal.org/nclrc/>].

The National K-12 Foreign Language Resource Center, Iowa State University will offer:

- Action Research in Foreign Language Education, June 27-July 3, 2002
- Integrating Technologies in the Foreign Language Classroom, August 9-17, 2002

For more information on these institutes, contact: National K-12 Foreign Language Resource Center, Iowa State University, N131 Lagomarcino Hall, Ames, IA 50011; E-mail: [[nflrc@iastate.edu](mailto:nflrc@iastate.edu)]; Web: [[www.educ.iastate.edu/nflrc/](http://www.educ.iastate.edu/nflrc/)].

## FRIENDS OF VIEILLES MAISONS FRANÇAISES ANNOUNCES NAME CHANGE

The international U.S. preservation and cultural organization, Friends of *Vieilles Maisons Françaises*, has announced it has changed its name to the French Heritage Society (FHS) effective immediately.

The French Heritage Society is a non-profit, tax-exempt, charitable organization dedicated to preserving French architectural and cultural heritage. Programs include preservation grants to restore historic architecture, the jointly-sponsored French Heritage Society-American Institute of Architects Richard Morris Hunt Fellowship, seminars on French decorative arts, and student exchange programs between France and the U.S. The organization includes 2000 members and is comprised of 17 chapters spanning the U.S. and France. Please refer to the Society's Web site for additional information at [<http://www.FrenchHeritageSociety.org>].

Notable funded historic restoration projects in the U.S. include the Amoureux House, St. Genevieve, Missouri; the Laura Plantation, New Orleans, LA; the President's Room of City Hall, New York City; the San Francisco War Memorial Opera House; and the Elms Mansion in Newport, RI.

2002 marks the organization's 20<sup>th</sup> year. Its anniversary celebration will be hosted in the Loire Valley, France, June 4-13, 2002.

To coincide with its 20<sup>th</sup> anniversary celebration, the FHS has set a fund raising goal of \$1,000,000 to fund 20 new historic restoration projects, 14 in France and six in the U.S. Each of the six awarded U.S. projects will be in the \$20,000-\$25,000 range.

For tour registration and membership information please contact: Ms. Carron Leon, French Heritage Society, 14 East 60<sup>th</sup> Street, Suite 605, New York, NY 10022; Tel: (212) 759-6846; E-mail: [[carron@frenchheritagesociety.org](mailto:carron@frenchheritagesociety.org)].



**July 11-14, 2002**  
**Boston,**  
**Massachusetts**



**Watch for updates on our Web site:**  
**<http://aatf.utsa.edu/>**

*Le Français change mais ne vieillit pas*

# NEW! TWO AATF PROMOTIONAL FLYERS



## A. *French by the Numbers*

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

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

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

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

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

## AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 46. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*  
\_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)  
\_\_\_\_\_ *Le Français m'ouvre le monde*  
\_\_\_\_\_ *Forward with French*  
\_\_\_\_\_ *Allons en France*
- one AATF guide or FLES\* report (Please indicate your choice; select only one.)  
\_\_\_\_\_ *Guide to Support from Embassies* (currently out of stock)  
\_\_\_\_\_ *Travel Guide*  
\_\_\_\_\_ FLES\* report (See page 46 for descriptions and titles; specify by year.)
- promotional items (Select only one.)  
\_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads  
\_\_\_\_\_ 25 *Forward with French* Bic pens

**Total (\$50 per kit):** \_\_\_\_\_

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

---

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

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

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

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

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

## NATIONAL SECURITY EDUCATION PROGRAM (NSEP) LAUNCHES WEB SITE

We are living through a period of incredible change in the world and struggling to come to grips with it...the task of defining our position in the world and struggling to find our role in the world, to figure out who we are...and how we define our national security. What a window of opportunity it is. It is an extraordinary time, not only in intensity of change, but intensity of opportunity. (Remarks of former Senator David L. Boren, President, University of Oklahoma, to NSEP Boren Graduate Fellows, September 10, 2001.)

In 1999-2000, of the more than 14 million Americans enrolled in higher education, barely more than one of every hundred studies outside the U.S. Of the approximately 144,000 American students studying abroad, almost two-thirds study in Western Europe, Australia, Canada, and New Zealand. Even fewer American students study foreign languages and develop a competency that allows them to communicate effectively in anything other than English.

*Why should I study abroad? Why should I study another language? What are the opportunities for funding? Where do I begin? Where could I study? Who else has studied in these areas of the world? What contribution will this make to my future?*

Matt Cox, an undergraduate major in economics at the University of Arizona, spent six months in St. Petersburg, Russia perfecting his skills in Russian and learning about Russian culture. Matt is one of more than 2000 students who have been supported in their international and language study by David L. Boren Scholarships and Fellowships since 1994.

The Web site [<http://www.worldstudy.gov>] provides a roadmap to answer many of the questions students might have about international study. It presents success stories of students, like Matt Cox, who have experienced enormous personal and academic growth by studying in and about countries all across the globe. Produced for NSEP by Mensch Media of Takoma Park, MD, the site answers students' questions about how to take the first step toward a formative international experience. It should prove to be an invaluable resource to students, teachers, and administrators.

The National Security Education Program (NSEP), created by Congress in 1992, includes in its mission the objective to pro-

mote the importance of language and culture study in the U.S., focusing on those areas of the world where we are least proficient. David L. Boren Scholarships and Fellowships provide undergraduates up to \$20,000 and graduate students up to \$28,000 for a year for study abroad and language study.

For information contact, the National Security Education Program, 1101 Wilson Boulevard, Rosslyn P.O. Box 20010, Arlington, VA 22209-2248; Tel: (703) 696-1991; E-mail: [nsepo@ndu.edu]; Web: [www.ndu.edu/nsep].

### CONVENTION INFORMATION

- ◆ Registration - see pages 19-20
- ◆ Hotel - see below
- ◆ Academic Credit - see page 36
- ◆ Convention Highlights - see page 11

All information is on the AATF Web site at

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

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

### MOVING? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.50 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you intend to move, please let us know your new address by returning this form to National Headquarters as indicated.

CHANGE OF ADDRESS		
Name _____		
Last	First	Middle
New address _____		
_____		
City	State	Zip
Old address _____		
(as it appears on mailing label)		
_____		
City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. <b>Remember that no AATF publications are mailed over the summer.</b>		

### HOTEL RESERVATIONS

#### Park Plaza Hotel Boston, Massachusetts

To make your hotel reservations for the AATF convention, July 11-14, participants have two options. You can call the Park Plaza Reservation Center toll-free number at **(800) 225-2008** or you can call the Park Plaza Hotel directly at **(617) 426-2000** and ask for the Reservations Department. In either case, tell the agent that you will be attending the American Association of Teachers of French convention to receive the group rates of \$155 + tax (single or double), \$175 + tax (triple), or \$195 + tax (quad).

Reservations must be made by **June 10, 2002** to receive the convention group rate which is available for three days before and after the convention on a space-available basis.

## 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

## 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: [htk0718@louisiana.edu] or from the AATF Web site at [http://aatf.utsa.edu/].

### Surf the Web

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

All the latest information on:

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

## 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 \_\_\_\_\_

# NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2002 is "Link and Think Globally: Go with French."

## ESSAY CONTEST

**Deadline:** Postmarked by **October 16, 2002.**

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

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2002. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

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

## POSTER CONTEST

**Deadline:** Postmarked by **October 16, 2002.**

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

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current

French student whose teacher is an AATF member for 2002. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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

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

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

## *The AATF and the National FLES\* Commission*



### present a new video "Forward with FLES\*"

The video addresses some important issues:

1. Why FLES\*?
2. FLES\* Outcomes
3. French Connectors
4. FLES\* and the Future

This 11-minute video was filmed in Dallas, New Orleans, Baltimore, and Rutherford, NJ. Project Coordinators: Dr. Gladys Lipton and Dr. Lena Lucietto

Many people were interviewed, and the speakers on the video represent views from different walks of educational life: superintendent, mayor, headmistress, PTA president and member, parents, state foreign language specialists, National FLES\* Institute director, principals, foreign language chairs and coordinators, AATF Regional Representatives, French teachers, Spanish teachers, students...

Funding for the video was part of a grant received by the AATF from the U.S. Department of Education Title VI.

For more information, consult the Materials Center listings on page 46.

FLES\* includes Sequential FLES, Sequential FLEX, Exploratory, Immersion

## SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Top Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.

\_\_\_\_\_ 100 copies of each flyer @ \$40 (a savings of \$5)

\_\_\_\_\_ 50 copies of each flyer @ \$20 (a savings of \$2.50)

\_\_\_\_\_ Check here if you would like 50 additional copies of *Why French FLES?* at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, 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

**NEW!** *Video: Forward with FLES\** (11 min.) encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15.00 (members)/\$18.00 (nonmembers)

*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 (while supplies last).

*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). (Currently out of stock)

## PROMOTIONAL FLYERS (sample copy available on request)

*French by the Numbers* highlights with facts and figures the importance of French in the world. 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*French is Not a "Foreign" Language* illustrates the close connections between English and French. 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.

*Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. (No longer available)

## 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 coeur de l'Amérique."* Black nylon with handles. \$10.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 6/30/02.

# CALENDAR OF EVENTS

**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/].

**INTERNATIONAL FEDERATION FOR MODERN LANGUAGES AND LITERATURES: REIMAGING LANGUAGE AND LITERATURE FOR THE TWENTY-FIRST CENTURY**: August 14-21, 2002, Bangkok, Thailand. Information: Suthira Duangsamorn, LOC (Secrétariat), XXII Intl. FILLM Congress, Assumption University of Thailand, Hua Mak, Bangkok 10240, Thailand; E-mail: [artsds@au.ac.th]; Web: [http://www.au.ac.th].

**THIRD SYMPOSIUM ON SECOND LANGUAGE WRITING**, October 11-12, 2002, Purdue University. Information: Paul Kei Matsuda, Co-Chair, Symposium on Second Language Writing; E-mail: [pmatsuda@purdue.edu]; Web: [http://icdweb.cc.purdue.edu/~silvat/symposium/2002/]. In conjunction with this symposium, Indiana Center for Intercultural Communication is sponsoring a Contrastive Rhetoric Roundtable at Purdue, Oct. 13, 2002. The Roundtable is free with Symposium registration.

**TWENTY-EIGHTH ANNUAL COLLOQUIUM IN NINETEENTH-CENTURY FRENCH STUDIES**, October 24-26, 2002, Columbus, OH. Information: Charles D. Minahen, NCFCS 2002 Colloquium Coordinator, Department of French and Italian, 248 Cunz Hall, 1841 Millikin Road, Ohio State University, Columbus, OH 43210-1229; FAX: (614) 292-7403; E-mail: [minahen.1@osu.edu]; Web: [http://www.frit.ohio-state.edu/ncfs].

**CANADIAN ASSOCIATION OF IMMERSION TEACHERS/CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS**, November 8-9, 2002, Charlottetown, Prince Edward Island, Canada. Information: E-mail: [congres202@gov.pe.ca]; Web: [http://www.acpi.uottawa.ca] or [http://www.caslt.org]

**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.aial2002.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://www.mla.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, February 27-March 1, 2003, Atlanta, GA. Information: Lynne McClendon, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com].

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

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)**: March 13-16, 2003, Denver, CO. 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/swcolt].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS**: March 22-25, 2003, Baltimore, MD. 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**, 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: [http://www.dickinson.edu/~nectfl].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 2003, La Pointe du Bout, Martinique. 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/].

**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: [http://www.actfl.org].

**WORLD CONGRESS OF FRENCH TEACHERS: JOINT MEETING OF THE FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 19-23, 2004, Atlanta, GA. 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/].

**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 class-room to make learning French enjoyable and meaningful.

## REMINDER: IMPORTANT DEADLINES AND DATES

- May 1, 2002 Deadline for submissions for the MLA Prize for Independent Scholars, Kenneth Mildener Prize, and Prize for a Distinguished Bibliography (see November issue)
- June 1, 2002 Deadline for nominations for the NNELL Award (see page 31)
- June 10, 2002 Pre-registration and hotel reservation deadline for the AATF Convention in Boston (see pages 19-20, 43)
- June 15, 2002 Deadline for submissions for AATF National French Week Grants (see page 4)
- July 11-14, 2002 AATF Annual Convention in Boston (see pages 1, 11, 39)
- Aug. 1, 2002 Deadline for submissions to the special issue of the *French Review* in honor of the AATF Convention in Martinique (see page 31)
- Deadline for submissions to the September issue of the *National Bulletin* (see page 2)
- Oct. 16, 2002 Deadline for submissions for the National French Week Poster and Essay Contests (see page 45)
- Sept. 1, 2002 Deadline for submissions for the AAUSC volume (see page 36)
- Deadline for submissions to the November issue of the *National Bulletin* (see page 2)
- Nov. 1, 2002 Deadline for submissions to the January issue of the *National Bulletin* (see page 2)
- Nov. 7-13, 2002 National French Week (see page 12)
- Dec. 1, 2002 Deadline for submission of proposals for the 2003 AATF Convention in Martinique (see September 2002 issue)
- July 19-23, 2004 *Congrès mondial des professeurs de français (AATF et FIPF) à Atlanta* (see September 2002 issue)

## AATF PUBLICATIONS AVAILABLE

### 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.

*Frost in France: An American Recycling Company Negotiates a Joint Venture in France*, Maureen Maguire Lewis, 2001, 80 pp., \$30.00 Instructor's Book, \$42.50 Complete Student Packet. Includes postage and handling. Contact SDSU CIBER Press [<http://www-rohan.sdsu.edu/dept/ciber/frost.html>].

### AATF COMMISSION ON CULTURAL COMPETENCE

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

Prices are subject to change without notice.



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