



MESSAGE DE L'AMBASSADEUR DE FRANCE AUX ÉTATS-UNIS

Chers professeurs, chers amis de la France,

J'ai pris mes fonctions d'Ambassadeur de France à Washington en décembre 2002 après deux années passées à New York en tant que représentant permanent de la France à l'ONU, et je viens de vivre neuf mois riches et mouvementés, neuf mois qui marqueront, je crois, l'histoire.

J'ai eu le grand plaisir de recevoir à Washington le 10 avril dernier votre président, M. Jean-Pierre Piriou, avec qui nous avons échangé nos analyses sur l'amitié franco-américaine et les conséquences des événements mondiaux pour vous, professeurs de français aux États-Unis.

Au moment de cet entretien, l'amitié franco-américaine traversait, comme vous le savez, une phase difficile, le désaccord exprimé par le gouvernement français sur la guerre en Irak ayant entraîné des manifestations de francophobie chez certains Américains. Votre président et moi-même étions d'accord pour dire qu'il s'agissait d'un orage passager et que l'accalmie suivrait rapidement la tempête. Je suis heureux de confirmer aujourd'hui que nous avons raison d'être résolument optimistes puisque cette crise est maintenant derrière nous.

La guerre est terminée et la relation entre les États-Unis et la France va mieux.

Le Président Bush et le Président Chirac se sont rencontrés pour un long entretien à Évian en marge du sommet du G8. La réconciliation entre nos deux pays est maintenant acquise. Nos deux présidents se reverront en septembre à New York.

Je sais que vous, professeurs de français aux États-Unis, avez durement ressenti cette crise. Je sais que vous avez souffert dans votre amour pour la France, que vous avez expliqué aux parents, aux élèves, à vos principaux, quotidiennement et sans relâche, que différence d'opinion n'est pas synonyme de trahison. Je sais aussi que vous avez dépensé votre énergie sans compter pour maintenir les effectifs des programmes de français, afin que notre langue et notre culture continuent d'être aimées et pratiquées dans ce pays. Vous avez été chacun dans votre école, votre

ville, votre état, les ambassadeurs infatigables de notre pays, de sa langue et de sa culture. Je vous adresse mes remerciements sincères et chaleureux.

Je vous remercie également pour votre action et votre détermination grâce



De g. à dr.: Jean-Pierre Piriou et Jean-David Levitte

auxquelles le français continue d'occuper une place importante aux États-Unis. «Le Français vous ouvre le Monde», merveilleux slogan inventé par l'AATF, résume parfaitement les nombreux atouts de notre langue et de notre culture!

La France continue de faire rêver par son art de vivre, sa mode, son cinéma qui bénéficient d'une image attirante aux États-Unis. De plus, dans ce pays où le multiculturalisme est une composante importante de l'identité nationale, la dimension multiculturelle de notre langue est très présente, renforcée par la proximité géographique des Antilles et la présence de fortes communautés africaines sur le sol américain. La francophonie est donc une carte maîtresse dans la promotion du français.

Notre langue, contrairement à ce qui est trop souvent dit, n'est pas en recul aux États-Unis: 6% des élèves de *high school* l'étudiaient en 1958, ils sont 8% aujourd'hui. Les programmes d'immersion en français scolarisent plus de 12.000 élèves, principalement au niveau élémentaire. Le Grand Concours que vous organisez

chaque année connaît un succès croissant: près de 95.400 candidats cette année, 1.400 de plus que l'année dernière. Félicitations, le mérite vous en revient! Grâce à vous, des milliers de jeunes découvrent chaque année une autre culture, acquièrent d'autres habitudes et sont marqués pour la vie par l'esprit de fraternité. Sur vos épaules repose la formation de futures générations ouvertes et tolérantes, responsabilité que vous assumez avec courage et passion.

Dans cette tâche, sachez que vous pouvez compter sur mon soutien actif et sur celui de mes services. L'AATF est un partenaire essentiel de cette ambassade, et nous continuerons à développer ensemble des projets toujours plus ambitieux. Je serai présent parmi vous à Atlanta en juillet 2004 pour accueillir le congrès mondial des professeurs de français, et mes services seront à vos côtés pour préparer cet important événement.

Chers Professeurs, ne relâchons pas nos efforts pour que continue à s'enraciner et à grandir l'amitié entre la France et les États-Unis!

Jean-David Levitte

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Jean-Pierre Piriou, Président

Chers Collègues et amis,

Je vous avoue que c'est avec beaucoup de plaisir que j'ai cédé la une de ce numéro du *National Bulletin* à l'ambassadeur de France aux États-Unis, Son Excellence Jean-David Levitte. Lors de notre première rencontre au mois d'avril à Washington, il avait exprimé le souhait de communiquer avec le plus de gens possibles aux États-Unis, et surtout avec ceux dont le français est la principale préoccupation, pour tenter de dissiper les malentendus qui contribuaient à la discorde entre la France et les États-Unis, mais aussi pour rassurer les professeurs de français et les assurer du soutien des services de l'ambassade. C'est alors que je lui ai proposé de publier son message à la une du *Bulletin*, offre qu'il a d'ailleurs acceptée immédiatement.

Il ne m'est pas facile de parler de rentrée, surtout quand j'écris ce message autour du 15 août, mais quand vous le recevrez, nous aurons tous repris le chemin de l'école, et c'est pour cette raison que je vous souhaite à tous et à toutes une excellente année scolaire et universitaire. Je pense pouvoir dire qu'elle commence sous de bons auspices: la France et les États-Unis ont en partie résolu leurs différends. Il est clair que le *French bashing*, (dirons-nous la chasse au français?) auquel nous avons assisté et que nous avons souvent subi au printemps est pratiquement terminé. Les marchands de vin éclairés qui s'étaient empressés de mettre leurs vins français en réclame de peur qu'ils leur restent sur les bras, ont remis leurs vieilles étiquettes, et certains en ont même profité pour augmenter les prix de 10%! De manière plus significative, je vous renvoie aussi au compte-rendu du sondage que TV5 a fait faire par des professionnels (page 50). Selon les résultats, il s'avère qu'environ 27% de la population des États-Unis serait francophile. Je signalerai aussi que cette année, le nombre d'élèves qui ont passé

l'examen AP langue a augmenté de 3%. Les effectifs de celui de littérature étaient également en hausse mais dans des proportions moins élevées. N'oublions pas non plus notre Grand Concours auquel ont participé 1.400 candidats de plus que l'an dernier!

Encore une fois, je resterai sur mes positions: il faut être optimiste, mais il ne faut pas baisser la garde, et nous devons rester vigilants.

Depuis mon dernier message, j'ai bien entendu continué à voyager: une réunion de la Commission Amérique du Nord de la FIPF à Montréal en mai, un voyage à Lima pour le congrès des Associations des professeurs de français d'Amérique latine et des Caraïbes, une semaine à Paris pour le colloque et le conseil d'administration de la FIPF, la correction des examens AP à Trenton, NJ, la conférence nationale AP à Los Angeles...sans oublier quelques brefs voyages aux États-Unis! Mais il va sans dire que le point saillant de tous ces voyages a été le 76^{ème} congrès de l'AATF en Martinique. Cela représentait pour moi une sorte d'anniversaire, puisque c'est déjà en Martinique, dans le même hôtel, que j'ai assisté en 1979 à mon premier congrès de l'AATF. Ce voyage avait été aussi mon premier aux Antilles. Jayne Abrate vous fait dans son résumé l'histoire détaillée du congrès de cette année (pages 29-30), mais je dirais que si vous voulez vous faire une idée vraiment objective, il faut que vous

parliez à une des 600 personnes qui se sont retrouvées à la Pointe-du-Bout. Je ne vous apprendrai rien en vous rappelant que nous appartenons à une profession où les gens sont prompts à la critique, mais je vous surprendrai peut-être en vous disant que depuis la fin du congrès, beaucoup de participants ont communiqué avec nous, et tous tenaient à nous faire part de leur grande satisfaction. Je me souviens d'une de nos membres du *Midwest* qui me disait le matin du départ, à l'aéroport, que c'était merveilleux et qu'elle voulait revenir avec son mari. Bien sûr, si elle m'avait mieux connu, elle n'aurait jamais dit cela, car à sa grande surprise, je n'ai pas laissé passer cette occasion de lui dire: "Pourquoi avec votre mari? Moi, j'ai l'intention de revenir, mais sans ma femme!"

Je voudrais souligner aussi que la présence de Suzanne Dracius, l'écrivaine martiniquaise à qui nous avons conféré le titre de membre honoraire de l'AATF, a grandement contribué au succès du congrès. Mais pour ce qui est de l'organisation elle-même, on ne saurait trop insister sur tout ce que nous devons à Olivier de la Houssaye et à toute son équipe de Carib Congrès. Au niveau de l'accueil, l'Office départemental du tourisme de la Martinique (ODTM) a fait un travail remarquable. Le bureau de New York que dirige Muriel Wiltord s'est totalement investi dans la préparation, et sur place, Valérie Vulcain, la collègue de Muriel, a été

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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.

présente pendant tout le congrès, assurant la liaison avec toute l'équipe de l'ODTM à Fort-de-France. Enfin, je crois que ce congrès a bénéficié de la plus grande couverture médiatique de toutes nos manifestations: deux passages au journal télévisé, une fois Jayne Abrate et moi le lendemain, deux articles dans le quotidien *France Antilles*, plusieurs courtes interviews à la radio, sans compter un long article et une interview dans le numéro de *France Amérique* du 20 juillet.

On ne peut malheureusement pas trop se laisser aller à la nostalgie, car le congrès mondial d'Atlanta en juillet 2004 s'impose de plus en plus. En Martinique, le Conseil exécutif de l'AATF m'a fait l'honneur de voter de présenter ma candidature à la présidence de la FIPF en 2004, et c'est fort de ce soutien que je commence une campagne sérieuse auprès des associations de professeurs de français des autres pays dont je connais déjà beaucoup de présidents. À part cela, toutes les nombreuses activités de l'AATF continuent, et je vous rappelle que la Semaine du Français 2003 n'est plus très loin (voir pages 31, 33, 41)!

Alors, bon courage!



Jean-Pierre Piriou
Président
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LE «COURRIEL» QUÉBÉCOIS REÇOIT L'IMPRIMATEUR DE LA FRANCE

Le terme «courriel», inventé et utilisé largement au Québec depuis les années 1990, correspondant à l'anglais «e-mail», a été publié au *Journal officiel* du 20 juin 2003. Le «courriel» québécois reçoit l'imprimatur de la France.

La France a officiellement adopté en juin le terme québécois «courriel», rendant son utilisation obligatoire dans l'administration française. Le mot-valise «courriel», qui vient des mots «courrier» et «électronique», est utilisé au Québec depuis le début des années 1990. L'Office de la langue française du Québec a consacré le mot en 1998 en l'intégrant à son *Grand Dictionnaire terminologique*.

Le Ministère français de la Culture et de la Communication a annoncé par voie de communiqué que la Commission générale de terminologie et de néologie de France déclarait le mot «courriel» comme étant «conforme à l'usage de la langue française»....

Geneviève Otis-Dionne, *Le Devoir*, 10 juillet 2003, page A2.

2004 ATLANTA: CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS

The *Congrès mondial des professeurs de français* will take place from July 19-23, 2004 in Atlanta. It will be both the XI^{ème} *congrès de la Fédération nationale des professeurs de français* and the 77th AATF annual Convention. This date will also mark the third time the two associations have met together, the first time being in 1975 in New Orleans, the second in 2000 in Paris, and the third 2004 in Atlanta. The theme will be "Le français, le défi de la diversité" (See the proposal form, pages 17-18).

Le Congrès mondial will be held at the Atlanta Hilton in the heart of the city, and we hope to welcome more than 1200 *congressistes* from all over the world. The AATF will not only have the responsibility for organizing the meeting, something we know how to do well, but also to ensure the success of a much larger convention with dignitaries from all over the French-speaking world and to welcome *chez nous* our colleagues from near and far.

SEEKING VOLUNTEERS

We are asking AATF members to volunteer to help us organize this convention. We need people interested in helping on the following committees:

VIP Committee (Need local AATF members available to welcome VIPs at the airport and bring them to the hotel as well as make sure they arrive at the airport in time for departure)

Hospitality Committee (Need local and non-local AATF members to organize a hospitality booth to provide information about Atlanta as well as general information to foreign visitors about basic services such as changing money, using the telephone system, etc.)

Food Committee (Need AATF members to help supervise food functions, make sure setup is correct and ready on time, see that tickets are collected, etc.)

Raffle Committee (Need AATF members to organize and run a daily raffle in the exhibit hall.)

Student Monitor Committee (Need AATF members to select and interview university French students for oral proficiency to select a group of student monitors who will work at the convention.)

Transportation Committee (Need AATF members to supervise and staff *navettes* which will run between the Hilton and campus residences during the meeting and to and from the airport on arrival and departure dates.)

Registration Committee (Need AATF members to help with registration tasks including stuffing *mallettes*, making badges,

and staffing registration.)

This is a major undertaking and, while we will have student workers and perhaps locally-hired helpers at the convention, we would like AATF members to be involved as much as possible. Volunteers during the convention itself should be willing to devote about 12 hours over the five days of the meeting itself. We hope that our Georgia members will participate in large numbers, but there are many important jobs that do not require knowledge of Atlanta. If you are interested in helping with these or other tasks, please send an e-mail as soon as possible to Jayne Abrate at [abrate@siu.edu]. If you have any special experience or applicable skills, please include that information as well. I look forward to hearing from you.

FONDS DE SOLIDARITÉ

We hope to have a large contingent of teachers from the more than 120 countries whose national French teachers associations are members of the FIPF. Teachers in many countries can only participate with significant financial help. Traditionally, the French *Ministère des Affaires étrangères* subsidizes the trips of many of these teachers. It is also a tradition to establish a *Fonds de solidarité* not only to help allow more teachers to attend the convention but to provide on-site emergency assistance for meals and lodging. We are asking AATF members to consider helping in three important ways:

1. Make a contribution to the *Fonds de solidarité* a French Club or class fund-raising activity. Many schools are encouraging community service projects by students, and this is one way in which American students of French can help students of French in other countries by permitting their teachers to attend this professional conference.

2. We urge each of the 76 AATF Chapters to make a contribution to the *Fonds de solidarité*. Many chapters have leftover funds that could be used for this worthwhile purpose. Other chapter-level fund-raising activities might also be envisioned such as collecting donations at meetings, asking for support from local businesses, or sponsoring a chapter-wide raffle. The National office will also make a contribution for every chapter contribution received.

3. We also would like individual AATF members to make personal contributions to the fund.

All donations will be acknowledged in the convention program.

A MESSAGE FROM PRESIDENT BUSH



THE WHITE HOUSE

WASHINGTON

July 2, 2003

I send greetings to those celebrating National French Week 2003 presented by the American Association of Teachers of French.

This celebration provides an opportunity for America's French teachers and students to take their lessons out of the classroom and into the community through activities that promote the study of French, and celebrate the contributions of French-speaking people to the United States.

I applaud those who help advance the study of foreign languages and cultures in America. Your efforts help improve our understanding of the world and contribute to the rich cultural heritage of our Nation.

Laura joins me in sending our best wishes for a memorable celebration.

AATF PEN PAL BUREAU

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

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org]. Click on National Headquarters, and you will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies.

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347; e-mail: [htk0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future exists to support initiatives approved by the Executive Council which promote French studies across the U.S. For the past three years, the Fund for the Future has been used to support National French Week.

To this end the Executive Council voted in 2002 to establish the following new categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

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

GOLD LEVEL BENEFACTOR:

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

SILVER LEVEL BENEFACTOR:

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

BRONZE LEVEL BENEFACTOR:

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

In addition to these new categories, members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. A contribution made in 2003 is deductible on your 2003 income tax return.

**ACTFL Annual Meeting
November 21-23, 2003
Philadelphia**

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers collègues,

Je vous souhaite à toutes et à tous une très bonne rentrée. Je suis rentrée début août de trois semaines de vacances en France. Malgré la canicule, dont nous n'avons goûté qu'une semaine, le séjour à Toulouse a été très agréable. Nous avons eu la chance de regarder les deux dernières semaines du Tour de France en direct à la télévision. La bataille entre Lance Armstrong et son rival allemand Jan Ullrich s'est avérée acharnée, mais quel plaisir de voir Lance gagner son cinquième Tour de France d'affilée. L'image du nouveau champion américain sur le podium à Paris entouré des trois "grands"—l'Espagnol Miguel Indurain, le Français Bernard Hinault et le Belge Eddy Merckx—était inoubliable. À eux seuls, 20 victoires sur le Tour de France. (L'autre quintuple vainqueur Jacques Anquetil est décédé en 1972.) Quelques jours plus tard nous avons fait les cols d'Aspin et du Tourmalet en voiture, et nous avons pu apprécié la force physique et le courage des coureurs qui affrontaient ces montagnes à vélo.

Je vous invite à lire le compte-rendu du congrès en Martinique aux pages 29-30. Tous les congressistes sont tombés sous le charme martiniquais. On était plus de 430 membres de l'AATF entourés de 170 de leurs proches à se trouver à la Pointe-du-Bout où nous avons pu nous régaler de cuisine antillaise, de rhum, de soleil et de l'ambiance chaleureuse, tout en français.

Nous pensons déjà au prochain congrès à Atlanta. Nous avons donné rendez-vous aux professeurs de français venus du monde entier, et nous espérons que les membres de l'AATF seront nombreux pour les accueillir. Si vous vous intéressez à nous aider à organiser ce congrès, contactez-moi à [abrate@siu.edu]. La date limite pour la soumission de propositions est le 1^{er} octobre. Vous trouverez le formulaire aux pages 17-18 ou vous pouvez le soumettre en ligne à [www.2004Atlanta.org].

Au bureau national, nous nous préparons à envoyer l'appel de cotisation pour 2004. Vous le recevrez au début du mois d'octobre, et nous vous demandons de bien vouloir le renvoyer le plus

rapidement possible. Cela nous permet d'entrer toutes les données à temps pour l'envoi des publications au mois de janvier et de février. Nous vous rappelons que le recrutement est le travail de chacun. Parlez des activités et des services de l'AATF à vous collègues qui ne sont pas encore membres de l'AATF, et invitez-les à se joindre à nous. Chaque personne qui recrute trois nouveaux membres aura sa cotisation gratuite (voir page 8).

Nouveaux projets

Nous sommes heureux d'annoncer que plus de 200 élèves ont pu bénéficier du

de Jean-Jacques, elle est devenue célèbre d'elle-même. Malheureusement, Carole est décédée en 2001, mais Nancy a fait une heureuse rencontre avec sa sœur Connie Fredericks-Malone. De cette rencontre est né ce projet qui comprend une vidéo des clips de Carole, dont plusieurs avec Jean-Jacques Goldman, et un manuel du professeur qui exploite les chansons à des fins pédagogiques. En juin 2003, une célébration de la vie de Carole a eu lieu à Paris. Vous pouvez lire la description de cet événement à [www.shine.fr.st/]. Consultez également le site officiel de Carole

Fredericks à [www.carolefredericks.net]. Vous verrez ici la photo de Connie (à gauche) et de Nancy (à droite) qui entourent Jean-Jacques Goldman, prise lors de cette soirée, ainsi que le message qu'elles ont bien voulu lui demander de me signer. Les renseignements pour commander la vidéo et le manuel du professeur se trouvent à la page 46.

Nous cherchons à développer d'autres projets de ce genre afin de fournir aux membres de l'AATF des documents utiles qui ne se trouvent pas ailleurs. Si vous avez d'autres idées, n'hésitez pas à nous contacter. Vous trouverez les coordonnées du Conseil d'administration de l'AATF à la page 20.

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]



Pour Jayne
Bien amicalement


AATF Outstanding Senior in French Award pour 2003. Nous avons créé ce prix afin de permettre à nos membres d'offrir à leur meilleur(e) élève une récompense nationale pour leur dévouement à l'étude du français. L'annonce pour 2004 paraîtra dans le *National Bulletin* du mois de janvier.

Grâce au travail et à la passion de Nancy Gadbois, nous sommes également en mesure d'annoncer la parution de la vidéo *Tant qu'elle vit, elle chante*. Lors d'un voyage en France, Nancy a découvert la musique de la chanteuse américaine Carole Fredericks qui s'est fait connaître en France en chantant avec Jean-Jacques Goldman. Par la suite et grâce au soutien

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

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

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

REGIONAL REPORTS

REGION IX: PACIFIC

Two chapters in Region IX have received recognition with Outstanding Chapter Awards for percentage increase in membership from 2002 to 2003. Northern California received First Place for a Large Chapter with an increase of 12.45%. Nevada was awarded Second Place for a Small Chapter with an increase of 25%. Congratulations to both of these chapters on the work they are doing recruiting and retaining members! Membership also increased in four more of the ten chapters in Region IX—Arizona, Idaho, Oregon, and San Diego. Keep up the good work!

Le Grand Concours and FLES Contest:

The *Grand Concours* is an important area of focus for Region IX with all chapters reporting national winners. The Region ranked fourth in total student enrollment with 11,484 students participating. Two chapters ranked in the top twenty for enrollment—Northern California, under the direction of Angela Nucitelli, retained its fourth place ranking, and Southern California, Fataneh Tabatabai, Administrator, moved from sixteenth to twelfth. In the FLES *Concours* Northern California, under the direction of FLES Contest National Chair Elizabeth Miller, retained its #1 ranking with Oregon and San Diego also among the top ten chapters. Five chapters in Region IX had national winners; this was the first year that Arizona had participants in the FLES contest.

National French Week 2002: The Southern California Chapter celebrated National French Week with a presentation of Marguerite Duras' play *La Musica deuxième* organized by Marie-Magdeleine Chirol at Whittier College. Méthode Butoyi, Chapter President, performed original songs which he accompanied on his guitar at a local high school.

National French Week was again a major activity for the Arizona Chapter which received a \$500 AATF grant to sponsor and widely publicize a number of activities held in the Phoenix and Tucson metropolitan areas. Part of the grant monies was also made available to teachers in outlying areas of the state to conduct activities in their communities. Tucson hosted the *Francofolies* on the University of Arizona campus, a city-wide festival involving local schools and various Francophone groups, which featured cooking demonstrations and tasting, sidewalk art, storytelling, games, a *marché aux puces*, a *promenade aux gâteaux*, soccer, and *pétanque* tournaments, Zydeco music, and an African drumming circle. Attendance was estimated to be well over 1000, and more teachers

than ever hosted booths. In Phoenix the AATF collaborated with the *Alliance française*, the Phoenix/Grenoble Sister Cities Committee, Arizona State University, the *Institut français d'Arizona*, the International School of Arizona, and other Francophone groups to sponsor almost two weeks of Francophone cultural events centered on lectures, films, social gatherings, and meals. The 200th anniversary of the births of Victor Hugo and Alexandre Dumas was featured with lectures and films. Festivals of various kinds celebrating French language and culture were also held on many school campuses.

Kudos for members of Region IX: Harlan Fredenberg, Oregon Chapter, received a 2003 AATF Summer Scholarship to France offered by the Cultural Service of the French Embassy. Linda Dunbar, Arizona Chapter, received a 2003 AATF Summer Scholarship to the *Université du Québec à Chicoutimi*. Fataneh Tabatabai, Southern California Chapter, has been awarded *National Board for Professional Teaching Standards* certification.

Suzanne Hendrickson
Region IX Representative

REGION I: GREATER NEW YORK CITY

The chapters of Region I have had a dynamic and fruitful year. A tea, offered by the Regional Representative, was held in New York City to discuss ways of providing mutual support among the chapters of the Region. The Regional Representative also organized a meeting of the Chapter Presidents at the French Embassy in New York City where the personnel of the French Cultural Service explained the resources available to French teachers. Following the meeting, they were escorted to the French Consulate where they met with the various staff members who work to meet teachers' needs. In the fall, the Regional Representative organized a meeting of the Chapter Presidents with the new Delegate General of the Quebec Delegation in New York to discuss the support services available to French teachers from the Quebec Government. Michel Robitaille, the new *Délégué général* and AATF Honorary Member, and his wife, offered a cocktail reception and an elegant dinner for the presidents at their official residence which is in the Museum Tower in Manhattan. *La Semaine du Français* provided a matrix for many activities of the Region. *La Semaine de la Francophonie*, which took place in March, also provided a framework for many interesting AATF programs. All chapters have participated in the *Grand Concours* and have increased the numbers of students who participate in this motiva-

tional activity. The Regional Representative and representatives of the French Cultural Service attended the various *Distribution des prix* and addressed the students, parents, and teachers, giving them words of encouragement and congratulations for their achievements. All the chapters are to be commended for having created an impressive French presence in the schools, universities, and in the community at large.

Myrna Delson-Karan
Region I Representative

REGION II: NEW ENGLAND

Congratulations to two summer scholarship winners from the New England Region: JoAnna Watson and Janel Lafond-Paquin, both from the Eastern Massachusetts Chapter.

CONNECTICUT

President Alison Schleifer reports the awarding of two \$500 scholarships to graduating seniors—one from Hotchkiss School and the other from Pomperaug Regional High School. The chapter had a well attended spring meeting which featured a wonderful presentation on teaching French with art by Abbe Guillet from New York state who was chosen "Best of New York State 2001" and "Best of the Northeast Conference 2002." She presented a Saturday morning workshop to over 40 of the members. They also held a successful Awards Night to honor their many prizewinners on the National French Contest. Over 2,000 students participated in Connecticut, although only the top five winners at all levels were officially recognized. David Lasserre, *Chargé de mission* for Educational Events from the French Embassy in New York addressed the winners and their families and brought greetings from the French government.

NEW HAMPSHIRE

This chapter was particularly active in the *Grand Concours* this year. Jim Lambert once again coordinated the entrants from Vermont and New Hampshire in a combined *concours* with an impressive enrollment that placed them on the *Grand Concours Tableau d'Honneur*. The New Hampshire Chapter contributed over \$3500 in prizes to the winners this year, including two \$500 prizes to outstanding students who participated in the Level 5 contest. Prizes ranged from individual checks in varying amounts to posters, framed prints, McDonalds coupons, books, and *bols à café*. All these were awarded in addition to prizes offered by the national contest. Virginia Pinard, New Hampshire Treasurer and 2003 Martinique convention attendee, continues to meet regularly with colleagues in Keene for "Pizza and

Pedagogy" sessions to plan chapter activities.

RHODE ISLAND

Crissa Carlotti, Chapter President, writes that they have been busy launching a new Web site and organizing their first on-line registration for the *Grand Concours*. Josée Vachon sang for over 400 students at Toll-gate High School in Warwick. The students sang, clogged, and played spoons. The chapter held its first award ceremony for participants of the *Grand Concours* at the University of Rhode Island, organized by Lars Erickson, Chapter Vice-President and professor at the University.

VERMONT

The Vermont chapter reports that Virginie Delfosse-Reese of Bennington College is the new President. She is also the creator of a chapter Web site which gives up-to-date information about chapter officers, meetings, and matters related to the national organization. No details are yet available on forthcoming meetings.

WESTERN MASSACHUSETTS

The chapter had planned its spring meeting at Williams College in April, but inclement weather and snow postponed it until May. This time beautiful weather permitted a presentation by Fabienne Bullot of Mt. Holyoke and Smith Colleges whose focus was on present-day theater activity in France. She discussed the most active authors and plays, distributed some scenes, and had all those in attendance read the lines for a fuller appreciation of the materials. The workshop had a definite pedagogical interest since the plays introduced could be presented at the secondary and university levels.

Claire Stiffler did her usual excellent work organizing the *Grand Concours*. Students from Western Massachusetts fared well, receiving top honors in all categories.

Nancy Gadbois's French 4 class at the High School of Science and Technology participated in the 11th grade category of the Cartoon Strip Drawing Contest organized on the occasion of the Worldwide Francophone Day. They tied for first place with three students of Otter Valley High School in Brandon, VT. The announcement was made by Isaure Mignotte, contest organizer and *Attachée linguistique* at the French Consulate in Boston.

Jean-Pierre Berwald
Region II Representative

**ACTFL Annual Meeting
November 21-23, 2003
Philadelphia**

MEMBERS' NOTES



On March 19, 2003, **Dr. Myrna Delson-Karan**, Professor of French at Fordham University and AATF Regional Representative for Metropolitan New York, received the *insignes* of the *Ordre des fran-*

cophones d'Amérique from the President of the *Conseil supérieur de la langue française*, Nadia Brédimas-Assimopoulos, at a special ceremony held in the *Salon Rouge* of the *Assemblée nationale* of the Parliament in Quebec City. Dr. Delson-Karan was awarded this high honor for her exceptional contribution toward the promotion of the French language and Quebec literature and civilization in North America. It was especially noted that she has been a distinguished representative of Quebec's creative artists. The award consists of a beautiful medal designed by a Quebec artist, a diploma calligraphied in gold leaf, and a boutonniere of the fleur-de-lys. *Félicitations!*

David Graham, President of the AATF Pays du Nord (NY) Chapter, has long been an advocate of the music of Quebec. He has used the songs of Michel Rivard in his classes and workshops and recently had a chance to meet with the singer following a performance of the musical *Le Petit Prince* in Montreal.

On May 9, the Department of Romance Languages and Literature at Boston College hosted a reception honoring **Dr. Rebecca Valette** on the occasion of her retirement after 38 years of service to the University. The reception was attended by over 100 colleagues, friends, and family members. Valette, a former AATF National President, received congratulations from AATF President-Elect Margot Steinhart whose letter was read by



David Graham with *Québécois* singer Michel Rivard.

Elaine Uzan Leary, Executive Director of the French Library and Cultural Center and *Alliance française* in Boston (FLCC/AFBC). Members of the Boston College community gave tributes as well as Natalie Drouglazet, the newly-appointed Director of Education at the FLCC/AFBC and a doctoral candidate at Boston College who has worked closely with Rebecca for several years. One of the highlights of the reception was Rebecca's long thank you speech, filled with personal anecdotes in which she eloquently and humorously traced her career from her junior year abroad in France (where she met her husband Jean-Paul) to her post-retirement projects, one of

which as newly-elected President of the Boston Chapter of the *Alliance française* is hosting all the *Alliance française* national chapters when they meet in Boston in the fall. Following the reception, friends and family were invited to the Valette home which is across the street from the campus. Many congratulatory toasts were given to the honoree. *Félicitations*, Madame Valette!

The French Ministry of Education has named AATF Administrative Assistant **April K. Walsh** a *Chevalier dans l'Ordre des Palmes académiques* for her long service to the association and the profession. April holds master's degrees in the teaching of French and French Cinema from the University of Illinois. She has worked at AATF National Headquarters for more than 30 years and is a Life Member of the Association. She is pictured handling the registration desk at the Martinique convention, a job she has done for over 20 conventions. *Félicitations*, April!



CONTEST ADMINISTRATORS OF THE YEAR 2003

LARGE CHAPTER AWARD

Warren Scoones, National French Contest Administrator, Central New York Chapter

A native of Clinton (NY), I gradually became aware that the many positive experiences I enjoyed in my high-school French classes were to develop into a very gratifying career choice. My undergraduate studies at SUNY at Oswego, including a year at the Sorbonne, expanded my interest in pursuing language education as a profession. Today, as the current school year soon comes to a close, I can look back on 31 exciting and rewarding years teaching French at Whitesboro Middle School in central New York.

My first contact with the National French Contest was about 1980, when the contest was administered exclusively at testing centers. French teacher Mary Ann Lee of Clinton High School encouraged me to register some of my students, thus beginning an enduring and productive association with the contest. In the early 1990s, I joined the executive board of the Central New York AATF Chapter. To date, I have served as President and Vice-President of our chapter and have been Contest Administrator for ten years. I was fortunate from the outset to benefit from the patient guidance of my predecessor Abbe Guillet, Baker High School. In the years since, *le Grand Concours* has continued to grow and remains a tradition for many Central New York teachers. My esteemed colleagues and fellow officers Betty O'Hara, Georgette Schmidt, and Susan Loos deserve to share in this award as they have tirelessly supported the contest as well as the many other AATF events we sponsor. My sincere thanks to them and to the countless students in our area who, as participants, chapter winners, and national winners make us all proud to be teachers.

SMALL CHAPTER AWARD

James Murphy, National French Contest Administrator, Michigan Chapter

C'est en forgeant qu'on devient forgeron. Growing up on a farm in central Michigan, I had many chances to learn by doing, surrounded by loving parents and five siblings. Milking cows, hoeing beans, and cleaning the barns while listening to Spanish radio broadcasts on Saturday morning are among my many fond memories. These formative years taught me the joy of striving and the satisfaction of honest, hard work.

Petit à petit, l'oiseau fait son nid. While studying French with Instructor Richard Cross in high school, I had begun to love it and decided to continue in university.

Soon, I had enough hours for a minor, then a major. Much of life has been composed of good fortune and happy accidents, and this was not the least of them, to be sure!

Il n'y a que le premier pas qui coûte. After teaching one year (1971-1972), disillusioned, I tried other jobs—construction, sales, bartending—for a couple of years. Having found nothing which seemed to fit my personality and given the fact that all six of us children have been educators at some time in our lives, I returned to the classroom, first in Michigan, then in Indiana (also coaching basketball), even spending one two-year stint in Minneapolis.

Abondance de biens ne nuit pas. In 1982, I attended the first of six Summer Institutes with the University of Northern Iowa, run by André and Colette Walther, in Angers, France. All of those teachers had a profound effect on my life, and especially Michael Oates. My Masters of French was earned in France, living with French families who have remained dear friends. I was a very naive traveler in France. On arrival, I could not even understand enough French to find my way out of the airport! But my love for the French and their culture, as well as great teachers, helped me overcome linguistic barriers. In love with France, I remember collecting things in the street (trash, really), all of which I brought home the first year! Even pigeons fascinated me; they were the first authentic French pigeons I had ever seen! I decided that my future students would not repeat my own tongue-tied experiences on their first trip to France.

Cultivons notre jardin. Twenty-five or thirty trips to France later, I am even more enamored of this country, this culture, these French people. On nine occasions, I have been fortunate to accompany students to the country I love. At the Interlochen Arts Academy, we have been blessed to work with Amity Scholars in our French program—young adults who take and teach classes with us—and this has given us a year-round French experience. Now, I dream of grape harvesting, hiking in French national parks, bicycling country roads, cultivating my own garden in the Anjou region or in Burgundy. Voltaire might smile!

Les petits ruisseaux font les grandes rivières. I would like to express my appreciation to all who help me with *le Grand Concours*, beginning with the faithful teachers of Michigan as well as Sandy Dugan and Geneviève Peden of our own Michigan AATF Chapter. At the national level, it is thanks to Sid Teitelbaum's gentle reassurance and hard work, Lisa

Narug's faithful and prompt responses, Ken Tindle's accurate processing of answer sheets, and the dedicated work of Geneviève Delfosse, George Diller, and Elizabeth Miller and all their committees, that I can continue to administer *le Grand Concours*. Our Michigan Chapter is proud to join so many great French programs across the nation.

AATF MEMBERSHIP DRIVE 2004

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

How It Works

We are offering a special 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 2004 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's preprinted renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2004, the free membership will be applied to the next calendar year; no refunds will be made.

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

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

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

CHAPTER NEWS

ARIZONA CHAPTER

The Chapter organized a session at the Arizona Language Association annual conference in the fall that featured Amy Cleveringa speaking about the elementary school language program she has created in Lake Havasu City in conjunction with the Parks and Recreation Department. She received an AATF small grant to create the program in which her high school students teach French after school to the elementary school children. The Chapter's spring meeting, held in conjunction with the AZLA spring workshop, highlighted the benefits of dual enrollment programs between the high schools and community colleges in Phoenix and Tucson. In this program, students can earn credit for the first two years of college foreign language while taking language courses at the high school level. High schools which have participated in this program report increases in their French enrollment. The Arizona chapter is especially proud of the increased number of national winners in the *Grand Concours* as well as the increase in membership this year.

Submitted by Suzanne Hendrickson
Region IX Representative

CHICAGO/NORTHERN ILLINOIS

Le Grand Concours: The Chicago/Northern Illinois AATF Chapter was pleased to find it had surpassed all other chapters in the number of students registered for the National French Contest—a few more than 5300 *concurrents*. As a result, chapter Test Coordinator Ted Haldeman was accorded a free trip to the convention in Martinique. A well-run *Distribution des prix* took place in May at Dominican University in River Forest, IL, and for the second year running, there were extra prizes beyond those earned by the winners at each level. Chosen *d'une façon aléatoire* by computer from among the remaining participants, one student at each competing school was the recipient of a \$15 gift certificate from Border's Books. Another great job by Ted *et son équipe*.

Le Prix du chapitre: The recipient of this year's *Prix du chapitre* at the high school level was Mary Lou Jenks of Morton East High School, longtime coordinator of our chapter's *Concours*. Administrators and colleagues all praise Mary Lou for her dedication to teaching, for her leadership, and for her love for her students. Another recipient of the *Prix du chapitre* was Maria Kurt, whose extraordinary contribution to our Martinique presentation is outlined below. After teaching secondary-level French at the Roycemore School in

Evanston, Maria founded the French Institute of the North Shore in 1998. She recently added to her school in Winnetka *l'Académie des enfants* which features *une maternelle* directed by an experienced French native kindergarten teacher Maria engaged in Paris.

La Réunion du printemps: In May, about 40 members of the Chapter assembled at the Culinary and Hospitality Institute of Chicago (*CHIC, c'est parfait!*) to be regaled with not only *spécialités martiniquaises* but a presentation about Martinique itself. After a brief introduction by Chapter President Jane Castle, Chef Germain Peladeau spoke to us of the principles of *Cordon bleu* and, at the same time, prepared a wonderful array of *plats français*. After enjoying the "show and tell and eat" affair, we were treated to *un déjeuner français au soupçon martiniquais*.

Maria Kurt, our *lauréate*, mentioned previously then spoke on the history, geography, and culture of Martinique with which she fell in love during the course of many visits. The slides accompanying her presentation gave those of us who were fortunate enough to be able to attend our *congrès national* a rich *avant-goût* of this Caribbean paradise. Todd Bowen of Stevenson High School distributed a juxtapuzzle, a sort of cross between a crossword and a jigsaw puzzle, which served as a tropical vocabulary teaching aid. The prizes for a *tombola* were posters of Martinique. *Et enfin un grand chapeau* to Eileen Walvoord and her industrious committee for this savory program.

Immersion Institute held at the University of Chicago: A total of 36 teachers

attended a two-week immersion institute entitled "Les Relations Franco-américaines depuis 2001." Co-directed by Dan Bertsche and Rosalee Gentile and sponsored by the AATF, the University of Chicago, Dominican University of River Forest, the *Alliance française de Chicago*, and the French Cultural Service, the institute featured native speakers Jean Mouchon, *Université de Paris X-Nanterre*, Marie-Simone Pavlovich and Aude Raymond, Northwestern University. The Institute, currently in its tenth year, has proven to be not only very popular but also an effective tool for teachers who seek to hone their skills in French vocabulary and structure.

Le Congrès national à la Martinique: Illinois French teachers were well represented at the convention with attendees and presenters from the Chicago/Northern Illinois and the Downstate chapters. Among them were Jane Castle, Daniel Doak, Ted Haldeman, Eileen Walvoord, Lorin Pritkin, Samantha Godden-Chmielowicz, Kimberly Gray, Todd Bowen, Paul Weil, and Joëlle Nizard-Mankopf.

Members Todd Bowen, Jane Castle, Rosalee Gentile, Anne Hebert, John Tomme, and Eileen Walvoord submitted material for this report.

Gerald Plotkin
College of Lake County (IL)

DETROIT

Members of the Detroit AATF Chapter lined up for a photo at their annual gourmet dinner held this past May in Sterling Heights, Michigan. Chef Ray Hollingsworth treated members and their guests to a sumptuous multi-course dinner, accompanied by wines



AATF Central Texas Chapter: (from L to R) Michael Hydak, President; Heather Alonso, Vice-President; Dina Sherzer, Professor of French at the University of Texas at Austin; Stephanie Brown, Secretary-Treasurer. The University of Texas at Austin has been named a *Centre d'études françaises* by the French government.



Detroit Chapter Members: left to right, front row: Elizabeth Tessem, Kim Hackett, Veronica Wroblewski, Pam Mooradian, Rita Sakkab, Suzie Martin, Crystal Cannon, back row: Cass Gorkiewicz, Debbie Thompson, Kathy Shuller, Sylvie Lucki, Karen Mayer, Debbie Stollings, Yvonne Oudin, Jenanne Connolly, Lucille Kennedy, and Thau Tran

especially selected by Jean-Jacques Fertal of HD Vintners. The chapter hosts several other yearly events including a *Noël* evening and an annual fall immersion weekend. On October 3-5, 2003, in celebration of the twentieth anniversary of the weekend, France Bourque-Moreau, a folk music specialist from Quebec, will be the special presenter. Participants will learn about traditional Quebec music and dance from Bourque-Moreau who has many publications and CDs to her credit. Contact Cass Gorkiewicz, telephone: (734) 676-6564 or e-mail: [gorkiec@mail.resa.net] or Suzie Martin, telephone: (586) 254-2818 or e-mail: [suzie@sterlinginn.com], for registration information on the immersion weekend.

EASTERN MASSACHUSETTS CHAPTER

This was a very busy and productive year for the chapter, the largest in New England. Brian Thompson was reelected as President and Valerie Sutter continued as Secretary. Patricia Jacquart accepted the position of Vice-President, and Joyce Beckwith, coming off a six-year term as Regional Representative, came on as Treasurer. The incomparable Janet Wohlers is still in charge of *le Grand Concours* and this year distributed over 1,000 prizes.

To celebrate National French Week, the French singer Éric Vincent gave several concerts around the state. Éric also performed at a double AATF session at the fall MaFLA Conference in Springfield. This session was attended by over 100 AATF members. Our chapter also sponsored a full-day pre-conference French Immersion. The presenter was Amalie Bourhim, Director of Operations for ETRAV Paris and an official museum guide. Her subjects were "Un Homme et une femme: Louis XIV et Jeanne d'Arc." Amalie also gave a feature workshop on "Le Maroc."

One of our priorities this year has been to offer varied opportunities for professional development for teachers through-

out the year. In the fall Pascale Rihouet, a doctoral student in Art History at Brown University, gave three Saturday workshops on incorporating art in the classroom. In March, we hosted the actor Pierre-Olivier Scotto, formerly of *la Comédie française*, his wife Martine Feldmann, Director of *la Compagnie Bellevue* in Paris, and their seven-year-old daughter Lea. Mr. Scotto gave a morning immersion workshop on Molière and in the afternoon performed his one-act play *Voyage au pays imaginaire de Molière*. A reception followed. About 50 teachers attended the event which was held at Lasell College in Newton. In May, we collaborated with the French Library and Cultural Center for a full-day *atelier pédagogique*. Forty-five teachers attended, 35 of whom were AATF members and received a \$10 discount. Included in the program were sessions by Valerie Sutter on "L'Interculturel," Marie-France Bunting on "Les Films," Ellen Munley of the French Library and Cultural Center on "La Côte d'Ivoire," and *Attaché culturel* Frédéric Martel of the French Cultural Service in Boston on "La Presse française."

In August, the AATF cosponsored MaFLA's French Immersion Weekend at Bay Path College in Longmeadow. Co-chairs were Joyce Beckwith and Michel Berjoan. Entertainment featured a concert by Josée Vachon and Canadian folk dancing.

Our chapter will be offering a new professional development program in November with Corinne Étienne from the University of Massachusetts-Boston presenting a session on testing procedures. We will also include a Swap Shop for middle and high school teachers. The singer Jacques Yvart is scheduled to come in November for more concerts for National French Week. He will also perform at the AATF double session at the MaFLA Conference in Sturbridge. We will be working with the French Library and Cultural Center and the French Cultural

Service to offer a full-day program for school superintendents in October.

Congratulations to Janel Lafond-Paquin on being elected to the MaFLA Board of Directors and receiving an AATF summer scholarship to France, to Nancy Kassabian on being elected President of MaFLA, to Terry Caccavale on being elected Secretary of NNELL, to Janet Wohlers on her retirement from the Weston Public Schools, and last, but certainly not least, to Rebecca Valette on her retirement from Boston College. A warm welcome to M. Thierry Vander-Hoeven, the new *Consul général de France* in Boston.

Joyce Beckwith, Treasurer

IDAHO CHAPTER

The Chapter held a luncheon meeting at the annual state foreign language teacher's conference. All French teachers in attendance at the conference were invited to attend; topics discussed involved the *Grand Concours*, *la Semaine du Français*, and reports from the annual AATF conference. Chapter President Joan West reports that she has created an e-mail listserv to maintain contact with members statewide and to distribute important and interesting information. She explains that the number of French teachers in Idaho is small and is dwindling further as "low" enrolled programs are being eliminated and that the geographical factors that separate the sparse population of the state make it more difficult to maintain an active association. Nevertheless, Idaho is one of the states in the region in which membership has increased during the past year.

Submitted by Suzanne Hendrickson
Region IX Representative

METROPOLITAN CHAPTER

Many programs were organized in the schools for *la Semaine du Français*, such as gourmet luncheons, plays, special guests, and performers. Under the leadership of President Harriet Saxon, the Chapter collaborated with Baruch College to sponsor their annual Globus Lecture, organized by Dr. Debra Popkin. This year's lecture was given by Dr. Lois Oppenheim, Montclair State University, who spoke on "Nathalie Sarraute and French Feminine Writing." The Chapter also participated in and helped sponsor a contest, "Les Trois Mousquetaires: tous pour un et un pour tous," organized by the French Embassy to commemorate the bicentennial of the birth of Alexandre Dumas. Chantal Manès, *Chef du service de coopération universitaire, linguistique et éducative à l'Ambassade de France*, awarded prizes to the winners at a reception held at the Embassy.

A major program of the year was held at *la Maison Française* of Columbia Univer-

sity on "Théâtre, vidéo et cinéma dans l'enseignement du français." Kudos go to Vice-President Anne Benoit for her work in organizing this day.

Another hallmark event was the annual *Journée de gala*. Dr. Raymond Comeau, Harvard University, presented a fascinating program and film, "The Little Prince Teacher." Valérie Vulcain of the Martinique Tourist Bureau, showed slides of Martinique and whetted appetites for the convention. Dr. Myrna Delson-Karan, Fordham University, gave a tribute to the late Evelyn Popper, devoted AATF member and *professeur par excellence* and showed a film, made by the Northeast Conference and featuring Evelyn teaching a master class, which is still a model for the profession. A special scholarship fund is being established in Evelyn's name. The keynote speaker at the sumptuous buffet luncheon was Jean-René Gehan, *Conseiller culturel* at the *Ambassade de France*. In the afternoon, Alain Lecompte, a talented entertainer provided by the Quebec Government, gave a musical program of the poems of Victor Hugo entitled, "Hugo Live." An exhibit area featured many materials for French teachers. A *tombola* ended the day with many wonderful prizes, including two trips to France provided by American Airlines and Air France.

The spring brought many cultural activities to fruition. The Metropolitan Chapter again collaborated with Baruch College and Debra Popkin, this time for a special activity commemorating *la Semaine de la Francophonie*, a reading and *causerie* by the renowned Quebec writer, Louise Dupré.

Some Metropolitan members joined Diana Regan and the Philadelphia Chapter for a weekend including a Molière workshop featuring Pierre Olivier and a visit to the Degas exhibit at the Museum of Fine Arts.

A *Table française* was held at a French restaurant where members had a chance to speak French, enjoy fine French cuisine, and sing French favorites accompanied by musician-member, Charles Gysel.

A *Distribution des prix* in May, included 270 students who received prizes, among which was a scholarship granted by *Organisation internationale de la Francophonie*. Prizes were also donated by the French and Quebec Governments. Many thanks to Françoise Nobel for her devotion as Contest Administrator.

Submitted by Myrna Delson-Karan
Region I Representative

MONTANA CHAPTER

The Chapter sponsored a session at the Montana Association of Language Teachers conference at which Christopher Pinet, Editor-in-Chief of the *French Review*, was the speaker. Chapter President Claudia

Boddy states that she is "glad we exist," even though it is a small group. She is especially pleased that progress has been made toward more unity among the middle schools, high schools, and colleges.

Submitted by Suzanne Hendrickson
Region IX Representative

NASSAU CHAPTER

This has been an eventful year for the Nassau Chapter thanks to Deana Schiffer, their able President. The year began with a very well attended "New Regents Workshop," featuring Elizabeth Walshofer and Rosemary Haigh. The discussion focused on the needs of teachers of French as they prepare students for the new assessment. Practical suggestions were provided and responses to the following questions were offered: (1) Are your students ready for the New Regents in June 2003? (2) Are you using an integrated skills approach in your teaching? (3) Have you been using a process-writing technique to prepare your classes? (4) Would you like samples of the new reading passages that are in use today?

National French Week was celebrated in a variety of ways, including *petits déjeuners à la française*, films, competitions, etc.

The Annual Islanders Hockey Night took place at the Nassau Coliseum in January. The French students in attendance watched the New York Islanders play the Montreal *Canadiens*. After the game, the students and their parents had the opportunity to speak to Claude LaPointe in French. This exciting event was organized and run by Tom Coleman who has just been awarded the NYSAFLT Scholarship to study in Quebec for the summer.

Over 2000 students participated in the *Grand Concours*. This is indeed an impressive number for such a small Chapter. Contest Administrator Jeri Cowan has, as usual, done a superlative job. For the purpose of encouraging the involvement of teachers and students alike, the following annual prizes have been put into place for first place winners: Levels 1 and 2: monetary awards; Level 3: a fully-paid stay at Concordia Language Immersion Camp; Level 4: a fully-paid scholarship to St. Charles Garnier College in Quebec; Level 5: a fully-paid summer trip to France.

It should be noted here that to honor the memory of our beloved friend and colleague Joan Feindler, the French Embassy has offered the trip to France in her name. The Nassau Chapter will fund the three-week stay at Concordia in Joan's name as well. The Nassau Chapter's Poetry Contest was held in April under the able leadership of Peter Holmes. The competitions were in original poetry as well as in recitation. Hundreds

of students, parents, and teachers attended the awards ceremony at Calhoun High School, where members were warmly welcomed by Joan Nesfield.

The concluding event of the year was the *Distribution des prix* at the Wheatley School. Jerilyn Cowan, Contest Administrator, and her team organized a beautiful ceremony that was efficiently executed in a short amount of time given the large number of participants.

Submitted by Myrna Delson-Karan
Region I Representative

SOUTHERN CALIFORNIA CHAPTER

This chapter had a busy spring with a presentation by Dr. Eric Gans of UCLA entitled "De 1846 à 1871 avec Gustave Flaubert (et quelques autres)," hosted by Whittier College, a *Repas de fin d'année*, and the *Remise des prix du Grand Concours* in May where the guest speaker was Laurent Devèze, *Attaché culturel à Los Angeles*. Chapter President Méthode Butoyi reports that the successes of the chapter this year have been a more reliable e-mail service thanks to the efforts of Vice-President Marie-Magdeleine Chirol, the Web site now managed by Dr. Eric Gans, and participation in activities with the French Cultural Service and the Quebec Delegation, including the *Conseil du français tables-rondes*, *le Bicentenaire de Victor Hugo*, and *le mois de la Francophonie*. The Belgian and Swiss consulates and Laemmle Theaters donated books and tickets for the National French Contest.

Submitted by Suzanne Hendrickson
Region IX Representative

SUFFOLK CHAPTER

Newly-elected President, Joan Militischer, has started her term of office with her usual dynamism. She reports that the Chapter had a very productive year. Many activities took place, allowing both teachers and students to enhance their knowledge and skills in French.

The *Concours de poésie* took place in December. This year, it was held at Longwood High School in Middle Island. Many students participated and thoroughly enjoyed the day. Thanks were extended to the many judges who gave their time so that the contest could take place. Once again, Peggy Fort, Poetry Contest Administrator, did an excellent job in organizing the event.

In February, a workshop for teachers was held at Bayport-Blue Point High School. The program began with the teachers gathered to share teaching tips and techniques. Then everyone moved to the computer room where Peggy Fort presented a number of interesting ideas on how to incorporate the Internet into lessons. At the conclusion of her presentation, the participants had an excellent, specially prepared luncheon. The

chef gave the attendees a short talk about the preparation of the French dishes that he was offering. It was a day that nurtured both the mind and the body, leaving everyone satisfied.

The National French Contest was held at Commack High School, in spite of a snow storm that started in the late afternoon. Under the expert direction and organization of AnnMarie Allen, the event ran very smoothly and was quite successful.

The *Distribution des prix* was scheduled in Half Hollow Hills High School East. In addition, the second annual *Kathleen Ann Lyons Memorial Scholarship* was awarded to a worthy student, Paul Trifiletti, a student of Maria D'Amore, who is a senior at Harborfields High School. We have every confidence that Paul will put the scholarship to good use while pursuing his studies in French.

Three retiring teachers who have served the profession and the Suffolk County Chapter for many years were also honored at the ceremony: Mary Arslanian, National French Contest Administrator for many years, and Beula Maris and Joan Zimmer, who have continually encouraged students to take part in the National French Contest. We wish them well.

Submitted by Myrna Delson-Karan
Region I Representative

WASHINGTON/BRITISH COLUMBIA/ ALASKA/ALBERTA CHAPTER

The Chapter sponsored presentations at the Washington Association of Foreign Language Teachers annual conference. Misa Bourdoiseau and Kathleen Brunner both presented sessions geared toward French, and Chapter President Karen Williams spoke at the AATF luncheon about the treatment of the French-speaking citizens of Lorraine by the Germans during World War II. The chapter sponsored a workshop on "Brain-Friendly World Language Instruction," presented by Nancy Hough, in Spokane. Newsletter Editor Marci Bass is in the process of establishing a chapter Web site where the newsletter, published three times a year as well as other news and information will appear. Karen Williams is especially pleased that the chapter is "holding its own," with only a slight drop in membership in spite of difficult economic times and that the chapter has been able to continue to offer members very real benefits from chapter dues.

Submitted by Suzanne Hendrickson
Region IX Representative

WESTCHESTER CHAPTER

This year witnessed a reorganization of the Westchester AATF Chapter. Arlette Baker resigned as President after serving the chapter loyally for many years. She was

thanked by all the members. Myrna Delson-Karan, Region I Representative, and Geraldine O'Neill, past Region I Representative and Chapter President, attended an election meeting held at Pace University. Sophie Kent was elected as the new President. Several members volunteered as board members to assist her: Linda Jouas, Nora Bertacchi, and Marlene Moussa.

In order to increase attendance at meetings, it was decided to establish a collaboration with WAFLE (The Westchester Association of Foreign Language Educators, an affiliate of NYSAFLT, the New York State Association of Foreign Language Teachers). Joint meetings were planned for the first Tuesday of the month at Mercy College in Dobbs Ferry. President Kent plans to organize future meetings also at SUNY Purchase. Another meeting featuring a theatrical troupe is also in the planning stage.

Sophie Kent, who also serves as National French Contest Administrator, did an unusually fine job this year. Almost 1,000 students from this small chapter participated in the *Grand Concours. Chapeau* to Sophie who now wears two hats! A *Distribution des prix* took place at Scarsdale High School.

An end-of-year dinner, attended by the Regional Representative, took place at a French restaurant in Pleasantville. The vibrant members of this Chapter enthusiastically exchanged their successes in the classroom during the past year and proposed some dynamic activities for the coming year, including theatre and film program.

Submitted by Myrna Delson-Karan
Region I Representative

WIN A WEEK IN PARIS FOR NATIONAL FRENCH WEEK

Thanks to the generosity of the FIAP Jean Monnet in Paris and its Assistant Director Michel Girardin, an AATF member teacher can win a week's stay at the FIAP. This stay will be awarded to the teacher who has most effectively used National French Week activities to promote his or her program to administrators and/or school board members. It is open to AATF members at any teaching level and may apply to National French Week activities from 2001, 2002, or 2003. The teacher must have been a member of the AATF during the year in question and during 2003.

The first-place award includes 7 nights for two people at the FIAP Jean Monnet in Paris (one room with two beds, buffet breakfast included). Travel, other meals, insurance, or additional expenses are not included. The stay will be valid from January 1, 2004 through July 31, 2004 based on availability. Cash awards will be made to second and third place winners.

Entries will be judged on the following criteria: (1) the incorporation of school and community resources such as guest speakers, local events facilities, civic groups, faculty in other disciplines than French, etc.; (2) the use of multiple National French Week themes (Music and Dance; Cuisine; Science, Technology, and Careers; Community Events; Arts and Arts and Crafts; Sports, Games, and Traditions); (3) the specific involvement of school or university administrators and/or school board members in National French Week activities; (4) involvement the entire school community; and (5) the use of public relations techniques which may include but are not limited to messages or proclamations from local authorities, use of school or local newspaper, radio, or television, posters, billboards, marquees, or other means of publicity. Applications should include: (a) a description (3 typed pages maximum) of the National French Week activities covering the five points listed above; (b) a letter of support from an administrator or school board member (one required; two maximum) attesting to the effectiveness of the National French Week activities (increased enrollments, program saved, increased interest in French, new program started), and (c) other supporting publicity documentation (photos, press clippings, press releases, recordings of news broadcasts).

The application must be postmarked by **November 15, 2003**. The winner will be announced in early December. Mail application to AATF NFW, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Send inquiries to [abrake@siu.edu].

What's New in the French Review?

Vol. 77, No. 1 (October 2003)

Articles include:

- L'Année littéraire
- "Inside the Classroom Dyad: A Catalogue of Corrective Moves in French Conversation" (Gascoigne)
- "Le Français au Québec à l'aube du vingt et unième siècle" (Auger)
- "The Matropole: Anxiety and the Mother in Paule Constant's Fiction" (Miller)
- "Jean Meslier, prêtre athée" (Moene)
- "Report on the AATF National Survey of Graduate Studies in French/Francophone Culture and Civilization (FFCC)" (Durand).

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

LA MARTINIQUE TELLE QU'ELLE EST¹

Lorsque Madame Slack m'a demandé de prendre la parole devant vous, j'avoue que mon embarras a été grand quant au choix du sujet d'un possible exposé. Venant à mon secours, Madame Slack m'a suggéré de parler de la Martinique et de sa culture.

Cette façon de voir m'a paru intéressante, encore que dangereuse, car, il faut bien s'en rendre compte, il n'y a jamais de sujet complètement innocent et de tout repos.

Quoi qu'il en soit, j'ai accepté, et me voilà donc aujourd'hui devant vous et à pied d'œuvre. Parlons donc de la Martinique!

S'il fallait vous la présenter—un peu mieux que ne peut le faire un dépliant touristique—s'il fallait vous accueillir sur le seuil de la maison et vous remettre les clés qui puissent vous permettre d'en visiter rapidement les êtres et les compartiments, je dirais que la Martinique telle que je la vois, c'est trois choses.

Premièrement, bien entendu, il y a la Martinique de la réalité, la Martinique des données immédiates, je veux dire la Martinique comme fait historique, fait géographique, fait social, fait racial, fait politique. Je n'insiste pas. Tous ces éléments qui forment la fiche signalétique de la Martinique, vous pouvez les trouver dans le premier Atlas venu ou dans n'importe quelle brochure touristique: 1010 km², un climat tropical chaud et humide, une population de 320.000 habitants formée essentiellement d'hommes de couleur, une économie essentiellement agricole, beaucoup de bananes, un rien de canne à sucre, beaucoup de chômage, beaucoup d'émigrations, une certaine tension sociale, une tension raciale non négligeable, le tout à l'intérieur d'un cadre politique unique dans la région, puisque calqué sur celui des départements de la France hexagonale.

Voilà, très rapidement et en vrac, quelques-uns des traits essentiels de la Martinique réelle. Peut-être conviendrait-il, en vue d'une approche plus fine, d'apporter quelques nuances à ce tableau forcément sommaire.

Pour le faire, j'utiliserai une notion qu'un économiste du Tiers-Monde, Samir Amin, a introduite en économie politique, c'est le concept de PÉRIPHÉRIE, donc de MARGINALITÉ. Samir Amin distingue, en économie politique, le CENTRE et la PÉRIPHÉRIE. Il nous explique que les pays sous-développés sont en fait des pays de PÉRIPHÉRIE qui ne peuvent se développer normalement parce que

dépendant d'un centre lointain qui les polarise, autrement dit, des pays EXTRAVERTIS, d'où toute sorte de distorsions économiques, sociales, et intellectuelles. Il me semble que cette théorie rend bien compte de la situation économique martiniquaise, mais aussi qu'elle va plus loin et qu'elle déborde l'économie.

C'est vrai, nous sommes des périphériques, nous sommes des marginaux mais pas seulement du point de vue économique.

Marginaux, nous le sommes par rapport à la civilisation européenne.

Marginaux, nous le sommes par rapport à la civilisation africaine.

Américains, je veux dire appartenant au continent américain, nous sommes marginaux aussi par rapport à l'Amérique.

Même du point de vue politique et administratif, nous sommes encore des marginaux, puisque s'il est vrai que nous sommes un département qui ne ressemble à aucun autre puisqu'en fait il s'agit d'un département colonial mais, même là encore, nous restons des marginaux puisque si nous sommes colonie, il faut tout de suite préciser que la colonisation a revêtu ici une forme particulière qui fait que nous ne sommes—je cite au hasard—ni l'Algérie, ni l'Angola. Bref, un cas colonial, mais un cas atypique.

Croyez-moi, toutes ces nuances ont leur valeur et ne sont pas pour rendre facile la solution du complexe problème antillais.

Nous voilà donc situés: TROPICALISME, INSULARISME, caractère rural de la société martiniquaise qui est une société paysanne—hélas en voie de liquidation.

RURALISME donc, et j'ai ajouté MARGINALISME.

Il y a là un premier groupe d'éléments qui ne peuvent pas être éludés, car ils contiennent de toute évidence une part de l'explication de notre pays.

Mais la Martinique n'est pas seulement un fait ou un ensemble de faits. La Martinique vraie ne se réduit pas à la Martinique des données. Par delà la Martinique des données, il y a la Martinique de l'IDÉE. Cela mérite quelque explication.

On disait souvent du Général de Gaulle qu'il avait une certaine idée de la France. Pour ce qui est de nous, nous sommes quelques-uns à avoir une certaine idée de la Martinique, et c'est bien là le secret des remous qui agitent périodiquement notre opinion publique. Certains ne veulent voir dans la Martinique qu'un territoire géographiquement situé, un site et rien d'autre; un territoire, mais un territoire sans vocation particulière; un pays si l'on veut,

mais un pays artificiel, arbitraire, créé de toute pièce par le colonisateur (j'ai trouvé une conception de ce genre chez l'écrivain trinitarien Naipaul: pour lui les Antilles, et chaque Antille, *c'est avant tout un territoire où un jour un Européen a débarqué et a planté son drapeau*).

Ici, la forme la plus courante de cette idée, c'est l'idée de la Martinique conçue comme partie d'un tout. On dit, par exemple: "La Martinique partie intégrante de la France," ou bien encore, "un lambeau de la France palpitant sous d'autres cieux"—ça, c'est Jaurès; ou bien encore, comme Lasserre, le géographe, parlant de la Guadeloupe, "un morceau de la France sous les Tropiques;" le dernier succédané de cette idée étant la formule que l'on a entendue lors des dernières élections européennes: "La Martinique, Europe tropicale."

Vous voyez ce qu'il y a de commun à tous ces slogans, la Martinique n'est pas un EN-SOI mais un POUR AUTRUI, il ne s'agit pas d'un peuple mais d'une population; il ne s'agit pas d'un pays mais d'une terre.

Les anciens connaissaient un dieu que l'on appelait le génie du lieu, la Martinique, elle, serait un lieu mais un lieu sans génie.

Inutile de dire que je m'insurge de toutes mes forces contre une telle conception. La Martinique n'est pas un site, c'est un pays; ce n'est pas un lieu, c'est une communauté d'hommes; ce n'est pas un ramassis d'hommes, ce n'est pas une population, c'est un PEUPLE.

Rien, en effet, ne peut nous faire oublier—même si certains s'évertuent à le faire—que le fond de la population de la Martinique a été fourni par la traite des Noirs. Événement considérable, s'il en est: des hommes enlevés à un continent déterminé, des hommes provenant d'une aire géographique et d'une aire culturelle parfaitement situées, des hommes arrivant aux Antilles avec un fond culturel qui leur est propre. En effet, la pire des erreurs—et elle a été souvent commise—serait de croire que les hommes qui arrivaient d'Afrique étaient des voyageurs sans bagage.

Le grand ethnologue et philosophe allemand, Frobenius, distingue quatre zones de civilisations en Afrique: l'une d'entre elles, celle qui correspond à la face Atlantique de l'Afrique, de la Gambie au Congo—pour ma part je dirais plutôt de Dakar au Congo—Frobenius l'appelle "la zone de la culture atlantique" par opposition aux cultures de la Mer Rouge qu'il appelle érythréennes et aux cultures de l'Afrique du Nord qu'il appelle syrtéennes.

Et de fait, l'homme qui nous arrivait de cette zone atlantique apportait avec lui une musique, des danses, des contes, des langues ou des modèles de langues, mais plus encore, une conception du monde, une conception de l'homme, une conception de la société, autrement dit—lâchons le grand mot—une philosophie.

La rencontre du monde noir et du monde blanc aux Antilles, cela n'a pas été seulement une rencontre d'hommes, un choc d'hommes, une rencontre d'un maître et de serviteurs, ça a été plus profondément un choc de culture, un choc de philosophie.

Le chef de file des nouveaux philosophes, Glucksmann, dans son livre, *Sur la guerre*, a bien montré le rôle génétique de la violence en Europe. Je ne parle pas de son rôle dans la vie, dans l'histoire de l'Europe, mais dans la pensée européenne elle-même. Et c'est cela qui explique le choc: d'un côté le monde blanc fondé sur la volonté de puissance, l'agression, la conquête, l'esprit de domination de l'autre, le monde noir dont la philosophie se fonde sur une volonté essentielle d'intégration, de réconciliation, d'harmonie, c'est-à-dire de juste insertion de l'homme dans la société et dans le cosmos par la vertu opérationnelle de la justice d'une part, et de la religion d'autre part.

Dans une de ses conférences reprises dans le recueil *Liberté 1*, Léopold Senghor rappelle la salutation sénégalaise. Après avoir posé la question rituelle "comment vas-tu?" ou plutôt "comment es-tu?" (nanga def?) et qu'on ait reçu la réponse "ça va!", plus exactement "je suis là" (nanguï-fi rek), le dialogue se poursuit:

Ana sidian: as-tu la paix? La réponse: diam a rek—la paix seulement!

—Ta mère a-t-elle la paix? La réponse: La paix seulement!

—Les gens de ta maison ont-ils la paix? La réponse: —La paix seulement!

Et ça peut continuer longtemps!

Ce rappel prend tout son sens si ce rituel est compris comme illustrant, dans la pratique, une "certaine attitude affective à l'égard du monde." Est-on sûr que rien ne transparait de cette conception dans ce qu'il est convenu d'appeler d'un mot un peu désuet la gentillesse antillaise?

De même, on connaît la théorie bantoue de la force vitale, essence de l'être et du cosmos, une force vitale qui peut être renforcée ou affaiblie, multipliée ou amoindrie. Est-il sûr que l'on puisse comprendre la musique antillaise, la danse antillaise, ou la frénésie antillaise dans la fête, ou le défilé politique, ou même tout simplement dans le travail collectif, sans tenir compte de cette conception bantoue de la force vitale et de l'effet multiplicateur de la force vitale par le rythme, ou par la

parole, ou par la danse?

Où veux-je en venir? A ceci: que nous, Antillais, nous sommes des héritiers de tout cela, et c'est parce que nous avons cet héritage que notre communauté originale et spécifique, une communauté qui, comme toutes les communautés de ce genre, mérite le nom de Nation.

Parlant de la Nation, Paul Valéry explique que le lien interne qui enchaîne entre eux les individus d'un peuple et les générations entre elles sont de diverse nature, et que ce qui fonde l'unité nationale, je cite: "c'est tantôt la race, tantôt la langue, tantôt le territoire, tantôt les 'souvenirs.'"

Ici, je dirai que l'unité nationale martiniquaise est fondée sur le territoire, sur la langue, sur les souvenirs, mais plus peut-être encore sur un élément auquel on pense très peu mais qui me paraît essentiel: je veux parler d'une façon de voir et d'une philosophie. Il n'y a peut-être pas de race antillaise, il y a certainement une philosophie antillaise de la vie.

Ce point de vue nous rapproche un peu de Spengler pour qui la nation repose avant tout sur une IDÉE.

Eh bien, oui, il y a une IDÉE ANTILLAISE, parfaitement différente de l'idée européenne ou de l'idée arabe, et c'est cette idée qui constitue le sous-bassement de notre CULTURE ANTILLAISE, comme d'ailleurs le substratum de notre personnalité.

Bien entendu, je vois d'ici bondir les jacobins, et ils ne sont pas tous blancs.

Je veux parler des fanatiques de l'état unitaire, de ceux qui parlent d'unité, de fusion, d'assimilation, d'intégration.

Je ne veux pas m'étendre. Mais, il me plaît de rappeler à leur intention, et à des fins quelque peu perfides, les lignes par lesquelles Proudhon dénonçait les méfaits de l'état unitaire:

"Là, toute localité doit se taire, L'ESPRIT DE CLOCHER FAIRE SILENCE: Hors le jour des élections dans lequel le citoyen manifeste sa souveraineté par un nom propre écrit sur un bulletin, LA COLLECTIVITÉ EST ABSORBÉE DANS LE POUVOIR CENTRAL; tout ce qui concerne l'administration, la justice, l'armée, l'enseignement, les travaux Publics, etc., aboutit au MINISTÈRE; tout ce qui regarde la législation, au Parlement. La fusion c'est à dire l'antéantissement des nationalités particulières où vivent et se distinguent les citoyens, en une NATIONALITÉ ABSTRAITE où l'on ne respire ni ne se connaît plus: voilà l'unité."

Eh bien, dans le grand débat qui oppose Marx et Proudhon, je suis, sur ce point très précis, plutôt du côté de Proudhon et de Bakounine que du côté de

Marx.

J'ai parlé de la Martinique des données et de la Martinique de l'idée mais je m'aperçois que le portrait que j'ai fait de la Martinique jusqu'ici a un défaut: il lui, manque une chose essentielle, il lui manque le mouvement.

Il nous reste donc à y introduire le dynamisme, le dynamisme qui fait l'histoire martiniquaise et qui met en branle les masses martiniquaises. Dans ce domaine, il n'y a pas de spécificité particulière. Le porteur de l'histoire, comme partout ce sont les masses, et les masses, partout n'entrent en scène et n'agissent que lorsqu'elles sont saisies et mobilisées par le MYTHE. Si on avait des doutes à ce sujet il suffirait de réfléchir à ce qui vient de se passer en Iran.

Je précise que je donne au mot mythe le sens que Georges Sorel donnait à ce mot: "un schéma dynamique, catalyseur des aspirations d'un peuple et préfigurateur de l'avenir, précisément parce que susceptible de mobiliser l'énergie, émotionnelle de la collectivité."

Vous le voyez, le mythe catalyseur d'énergie indispensable pour l'action parce que lieu de fusion et d'exaltation à la fois de la raison et de l'émotion. Eh bien si on prend ce fil conducteur, on s'aperçoit que chaque grande période de l'histoire martiniquaise est dominée par un mythe particulier qui en fait l'originalité.

De 1635 à 1848: c'est la période de l'esclavage. Et le mythe qui soulève le peuple martiniquais tout entier, c'est le mythe de la liberté générale, c'est le mythe de l'émancipation.

Et c'est la deuxième période de l'histoire martiniquaise: un siècle encore, mais cette fois-ci de colonialisme, d'autoritarisme, de discrimination raciale, et c'est alors l'apparition du deuxième mythe, le mythe de la deuxième période: le mythe de la justice sociale et de l'égalité, le mythe de la citoyenneté française à part entière qui, sur le plan politique, nous mène tout droit à l'idée de la transformation du pays en département français.

Mais, ce mythe lui-même ne dure que ce que durent les mythes, l'espace d'une ou de deux générations, et voici qu'apparaît le troisième mythe qui est la négation du second: c'est le mythe de la Martinique martiniquaise, le mythe du pouvoir martiniquais, véhicule de l'aspiration nationalitaire martiniquaise.

Car, c'est bien là désormais la problématique martiniquaise: il s'agit de savoir si ce mythe nouveau va se désagréger et s'effiloche avant de porter effet comme une vulgaire tempête tropicale ou s'il aura assez de puissance de

renouvellement pour secouer les apathies, balayer les doutes et imposer en définitive une transformation radicale de la réalité antillaise.

Mais, me dira-t-on, que devient la culture dans tout cela? L'invitation est pressante. Parlez-nous donc de la culture martiniquaise, de son passé, de son présent. Pour répondre à cette invitation qui ne laisse pas de m'embarrasser, je dirai simplement qu'à l'heure actuelle, la culture martiniquaise, l'autre culture martiniquaise apparaît, ici, essentiellement comme une culture en face d'une culture éminente et prééminente qui est culture d'importation mais culture officielle.

Le hasard fait bien les choses: un ami vient de me signaler un article qui rapporte un mot de Malraux au sujet de la culture: "La culture, aurait dit un jour Malraux au Général de Gaulle, c'est la contrepartie des formidables moyens D'ABRUTISSEMENT que la science moderne met à la disposition de l'homme."

Il se trouve qu'il y a là une bonne approche de la situation de la culture antillaise telle qu'elle existe ou telle qu'elle subsiste dans les conditions qui nous sont faites, la culture antillaise c'est la contrepartie, le contre-poids aux forces d'agression et d'aliénation contenues dans la culture européenne qui nous cerne et nous enserre de toutes parts.

En fait, la culture antillaise a toujours vécu dangereusement. Son histoire, c'est à la fois l'histoire de son refus de mourir, et en même temps, l'histoire de l'acharnement des forces conjurées contre elle pour la contrarier, l'appauvrir et la dégrader.

La colonisation a sa logique: les méthodes ont pu changer dans le temps, mais de toute manière, il s'agissait de faire de l'homme noir ou un instrument de travail efficace, ou un robot docile, ou un sujet obéissant, ou un citoyen passif. Et quel meilleur moyen d'enlever à un homme tout esprit de résistance, tout esprit d'initiative aussi, si ce n'est de le couper de son histoire, de le couper de ses points d'appui traditionnels, de le couper de ses racines, bref, de le couper de lui-même?

C'est ce à quoi ont pourvu, avec une astucieuse et redoutable efficacité, la politique de déculturation d'abord, puis la politique d'acculturation ensuite, tentative suprême pour amener l'homme antillais, l'homme noir à se renier lui-même en instituant le colonisateur comme seul modèle valable.

Mais alors, me direz-vous, quel avenir pour une telle culture?

Un folklore dégradé?

Une survivance passésiste?

Une défroque historique? ou bien encore une force vivante promise à un

renouvellement, à un enrichissement et à un épanouissement. L'histoire le dira.

Tout ce que l'on peut affirmer pour le moment c'est que la culture martiniquaise est, à l'heure actuelle, UNE CULTURE EN SURSIS parce que la société martiniquaise est elle-même UNE SOCIÉTÉ EN SURSIS.

La société paysanne en voie de liquidation, la société de production remplacée par une société de consommation, l'équilibre racial lui-même en voie de bouleversement, comment tout cela serait-il sans conséquence culturelle?

Nous sommes donc à un moment d'incertitude. Tout est possible. C'est précisément cela qui engage notre responsabilité d'intellectuels antillais.

Si les forces aliénantes l'emportent, c'en sera fait de la culture martiniquaise. Si, au contraire, la défense martiniquaise tient bon, si, à la faveur de la résistance de quelques-uns s'opère UN SURSAUT COLLECTIF, galvanisateur et salvateur, alors ce sera une époque nouvelle qui commencera: ce sera l'avènement d'une culture antillaise régénérée, vivante, synthèse des héritages et des acquis.

J'ai parlé dans mon introduction d'une Martinique des réalités, d'une Martinique de l'idée, et d'une Martinique du mythe. Revenons-y.

L'époque dont j'évoque le possible avènement sera une époque nouvelle et une époque véritablement féconde parce que, pour la première fois, et par l'intervention de la vertu active du mythe, se sera opérée la réconciliation—ou si l'on veut l'ADÉQUATION—de la Martinique de l'IDÉE et de la Martinique des RÉALITÉS.

Aimé Césaire

¹Allocution prononcée par M. Aimé Césaire au 52^{ème} congrès annuel de l'AATF (Hôtel Méridien, Martinique, 25 juin 1979). Reproduite de la *French Review*, Vol. 53, No. 2 (Dec. 1979).

NEWS FROM THE EXECUTIVE COUNCIL

Two new Executive Council members joined the group during the 2003 Convention in Martinique. Margot Steinhart returned to the Council as President-Elect after an absence of several years. She will assume the presidency of the AATF on January 1, 2004. Jean-Pierre Berwald was elected Region II Representative for the term 2003-2005. Brenda Benzin, Vice-President, Ann Sunderland, Region VII Representative, and Suzanne Hendrickson, Region IX Representative, were re-elected to the Council for the term (2003-2005). Also at the convention, Sharon Shelly was confirmed as the next Managing Editor of the *French Review*. She will officially join the council in 2004 in Atlanta.

CANADIAN STUDIES GRANT PROGRAM

Graduate Student Fellowship Program

The Graduate Student Fellowship Program promotes research in the social sciences and humanities with a view to contributing to a better knowledge and understanding of Canada and its relationship with the U.S. or other countries of the world. Priorities include trade, Canada-U.S. border issues, cultural policy and values, environmental, natural resources, and energy issues, and security cooperation. In addition, projects that examine Canadian politics, economics, and society as well as Canada's role in international affairs are welcome. The purpose of the fellowship is to offer graduate students an opportunity to conduct part of their doctoral research in Canada.

Applications for the Graduate Student Fellowship program must be postmarked by **October 31, 2003**. For more information see [www.canadianembassy.org/education/grantguide-en.asp#graduate] or [www.canadianembassy.org/education/guidelines-en.pdf].

Faculty Enrichment Program

The Faculty Enrichment Program provides faculty members an opportunity to develop or redevelop a course(s) with substantial Canadian content that will be offered as part of their regular teaching load or as a special offering to select audiences in continuing and/or distance education. Priority topics include bilateral trade and economics, Canada-U.S. border issues, cultural policy and values, environmental, natural resources, and energy issues, and security cooperation. In addition, projects that examine Canadian politics, economics, culture, and society as well as Canada's role in international affairs are welcome. We especially encourage the use of new Internet technology to enhance existing courses, including the creation of instructional Web sites, interactive technologies, and distance learning links to Canadian universities.

Applications for the Faculty Enrichment Program must be postmarked by **October 31, 2003**. For more information see [www.canadianembassy.org/education/grantguide-en.asp#faculty] or [www.canadianembassy.org/education/guidelines-en.pdf].

In the 2002-2003 program year, the Canadian Studies Grant Program provided support to faculty, researchers, and graduate students at 53 institutions in 27 states. Seventy-two projects were funded on a wide range of topics. For a list of projects, see [www.canadianembassy.org/education/recipients-en.asp].

PROMOTING THE AATF AT THE STATE LEVEL

Let's be realistic! Not all French teachers belong to the AATF. Although many may have clicked on our Web site and know that we exist, they may not realize what we can offer them because they have never seen us "in action!" In these stressful times where teachers may face declining enrollments, program cuts, school boards nixing travel abroad, and non-reimbursed professional expenses, membership drives could fall flat. *Le Grand Concours*, National French Week, annual conventions, and summer scholarships may be selling points, but they are not trump cards. Nonmembers have to be recruited on a one-on-one basis where they actually can experience and appreciate the benefits of joining the AATF.

Collaboration is the word for the future! "If you can't beat 'em, join 'em!" Seven years ago I began to coordinate a French immersion weekend for our state association (MaFLA). During the orientation, I casually asked how many of the participants were AATF members and found that over three-quarters were not. In fact, many had never heard of our organization. The next year, I asked our local AATF Chapter (Eastern Massachusetts) to contribute several hundred dollars to sponsor the entertainment for that same weekend. Beforehand, I had cleared this sponsorship with the MaFLA Board. In return for our sponsorship, I asked that the AATF be able to hand out membership and promotional materials, show the film *Le Français m'ouvre le monde*, and hold a brief informational session. Sponsorship brings with it certain quid pro quo conditions. Just look through the program of past national, regional, or state conferences, and you will see how many exhibitors are given sessions. Should they sponsor a breakfast in the exhibit hall or an evening event, watch where their booths are located. You certainly won't find them hidden in the back!

Since that time our Eastern Massachusetts Chapter has expanded its sponsorship to include a full-day pre-conference immersion and a two-day "French Strand" at our annual state convention. If it's French, it's AATF! Once upon a time we were given a session held concurrently with other language associations at a time when attendance was notably low. Even though the AATF session was open to nonmembers and we brought in speakers and gave out posters, we rarely saw new faces. In fact, often the die-hard AATF members were no-shows, preferring to fill up their shopping bags at the exhibit hall.

Now, we have no competition! Any teacher who goes to a French session at our state convention will find us working the rooms, distributing our materials. And, since many of the presenters are chapter officers, former AATF scholarship winners, or Commission members, they are anxious to talk about the AATF.

This year we are bringing over a pre-conference presenter from Paris (cost \$500) and a *chanteur* from Dunkerque for an AATF double session and several concerts throughout the state during National French Week (cost \$750). Our local chapter dues are an additional \$3.00 per member and with approximately 370 members, we are spending only \$150 from our treasury for this sponsorship. We also invite the French Cultural Service and all the other French associations in the area to present sessions.

In the past several years, the French Strand has taken on a life of its own and become almost like a mini-AATF convention. And the cost is minimal for our chapter. Here are a few pointers to help you get started:

- Be sure to have at least one AATF Representative on the Board of Directors of your state association;
- If your chapter is not charging additional dues, begin immediately;
- Contact the Program Chair of your state convention and offer to put together a French strand;

- Look through the program of recent national conferences and make a list of French presenters who live in your state. Check to make sure that they are AATF members. Contact them and ask them to present a session in the strand. They have already prepared it for AATF or ACTFL so you are not asking them to start from scratch;
- Drum up some raffle prizes or offer two free memberships (cost \$100) or one free registration to next year's annual convention.
- Order as many AATF membership cards and promotional freebies as possible from National Headquarters.
- Give an AATF session which includes National French Week and Small Grants and scholarship opportunities. Money talks!
- Schedule a swap shop for one session on the K-8 and 9-12 levels. Free handouts for Monday morning are always a hit.
- Advertise in your chapter and state newsletters and on-line.
- We may not have the members, but we have the know-how and the spirit! Make your next state convention an AATF happening!

Joyce Beckwith, Co-Chair
Commission for the Promotion of French
E-mail: [mmejoyb@aol.com]

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 Connectons 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 38.

FLES* includes Sequential FLES, Sequential FLEX, Exploratory, Immersion

APPEL À COMMUNICATIONS
Congrès mondial des professeurs de français
du 17 au 23 juillet 2004 à Atlanta, USA
XI^{ème} congrès de la FIPF / 77^{ème} congrès de l'AATF
Le français: le défi de la diversité

- Ce formulaire doit parvenir au comité de sélection avant le **1 octobre 2003**.
- On vous informera avant le 15 décembre 2003 si votre proposition est retenue.
- Si vous intervenez avec d'autres personnes, chaque intervenant doit fournir les renseignements suivants. Remplissez complètement le formulaire.
- Envoyer ce formulaire à **AATF / 2004 Atlanta, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510, USA**. Vous pouvez également le soumettre par fax à 1-618-453-5733 ou en fichier joint à [programme@2004atlanta.org].
- Veuillez remplir ce formulaire à la machine ou en caractères d'imprimerie et vous assurer de la lisibilité des noms et adresses.
- Consulter la déclinaison thématique qui suit.

NOM et prénom(s): _____

Nom d'éventuels co-intervenant(s) _____

(joindre un formulaire pour chaque intervenant)

Affiliation (établissement scolaire ou association, sans abréviations; à paraître dans le programme): _____

Adresse postale: _____ Domicile ou _____ Travail: **Sexe:** _____ M _____ F

Rue: _____

Ville: _____ **État/province** _____

Code postal: _____ **Pays** _____

Téléphone: _____ (indicatif du pays) _____ **Numéro**

Numéro de fax: _____ **Adresse électronique:** _____

Durée de présentation: _____ communication (20 mn) _____ atelier (60 mn)

Titre de la communication: _____

Thématique: _____ Diversité politique _____ Diversité pédagogique et didactique

_____ Diversité des usages

Domaine: _____ Français langue étrangère _____ Français langue maternelle

_____ Français langue seconde

Niveau d'enseignement: _____ primaire _____ secondaire

_____ supérieur

_____ tout niveau

Mots clés: _____ culture _____ littérature _____ médias et nouvelles technologies

_____ techniques d'enseignement _____ politique linguistique

_____ formation des enseignants _____ français des spécialités

_____ linguistique _____ usage du français Autre: _____

_____ Cochez s'il s'agit d'une session organisée par une commission.

Équipement audio-visuel: Toutes les salles seront équipées de rétroprojecteurs.

_____ Projecteur de diapositives _____ Lecteur de cassettes/CD

_____ Magnétoscope et téléviseur _____ PAL/SECAM _____ NTSC (système américain)

_____ Ordinateur et projection (PC uniquement)

Veuillez commander seul l'équipement dont vous aurez vraiment besoin. Sans réservation, aucun équipement ne sera possible.

Veuillez indiquer ci-dessous le nom (sans abréviations) de votre association nationale.

Titre: _____

Résumé de la communication en français (50 mots, à paraître dans le programme)

Description de la communication (250 mots maximum)

CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS

Le français, le défi de la diversité

XI^e Congrès mondial de la FIPF / 77^e Congrès de l'AATF

Atlanta, du 19-23 juillet 2004

Respectueuse des réalités locales, de leurs diversités, la FIPF se donne pour mission de favoriser le dialogue. Dans le contexte actuel de mondialisation de l'économie, de généralisation des moyens de communication, la Fédération, en donnant la parole à tous ceux qui se donnent le français en partage, témoigne des valeurs de pluralité qui l'animent.

Le contact de langues ayant un statut différent dans un même contexte est de nos jours un phénomène courant et en extension. Il en résulte des enjeux linguistiques mais aussi culturels et sociaux, politiques même, de grande ampleur. Tantôt harmonieux et jouant sur la complémentarité, tantôt passionnés, voire conflictuels, ces voisinages ne manquent pas d'interpeller les usagers et leurs responsables politiques.

Le continent américain, par exemple, est représentatif des enjeux linguistiques sur la planète. S'y côtoient des langues à statut international comme le français, le portugais; l'espagnol et l'anglais. Y coexistent d'autres langues plus limitées géographiquement mais qui revendiquent leur reconnaissance, notamment par leur intégration à l'école. Par ailleurs, les États-

Unis et les Amériques en général ont connu de forts phénomènes migratoires, tout comme par la suite le reste du monde. En conséquence, s'y sont développées sous des formes diverses nombre de langues apportées par les migrants. En outre, aux États-Unis s'ajoute un héritage linguistique et culturel francophone considérable.

À cette diversité linguistique attestée sous des formes variées dans différentes régions de la planète (en Afrique, en Asie et en Europe notamment) correspond en outre une diversité, au sens le plus large, relevant des domaines économiques, idéologiques, sociaux, culturels et éducatifs...

Face à cette situation comment le français, langue internationale, doit-il se situer par rapport aux autres langues avec lesquelles il partage un même espace géographique? Quels rapports entretenir avec elles? Quels aménagements linguistiques préconiser? Quelles démarches (didactiques, culturelles ou autres) proposer pour que le français soit le vecteur d'une meilleure diversité mise au service d'une globalisation plurielle sensée? Comment le français représente-t-il et gère-t-il cette diversité (dans ces usages attestés, dans ses valeurs incarnées...)? Quel(s)

rôle(s) doivent jouer dans cette optique les pays francophones de langue maternelle? Avec quels moyens? Quels enseignements/apprentissages du français promouvoir? Quelle est la place du monde associatif dans ce débat? Nombreuses sont les questions posées par cette problématique!

Tenter d'y répondre à Atlanta revêt une valeur symbolique considérable dans la mesure où le pays d'accueil du congrès vit concrètement les éléments constitutifs de la problématique et joue un rôle important d'influence dans les domaines abordés.

Le congrès devra tenir le double enjeu d'inviter des experts internationaux dans les divers domaines traités mais aussi de donner la parole à tous les congressistes. À cette fin, chaque axe développé se conclut par une ou plusieurs tables rondes où la parole sera donnée à la salle.

Au terme des travaux du congrès et après avoir exploré les diverses dimensions thématiques, l'objectif est d'élaborer une charte de recommandations émanant du terrain et destinée aux décideurs nationaux et internationaux concernés par la problématique du congrès

Déclinaison thématique

1. Diversité politique

- Le dialogue des cultures pour en inculquer le respect
- Le français en tant que vecteur des cultures, notamment francophones et partenaires
- L'exception culturelle
- Le contact des langues et la promotion du plurilinguisme
- La prise en compte des langues nationales et du milieu
- Les alliances entre langues
- La mondialisation et l'altermondialisation
- La présence dans les médias de diffusion (Cinéma, télévision, radio, bande dessinée, Internet, musique et chanson, théâtre et supports écrits du type journaux, livres, revues...)

Table ronde 1: Le rôle des associations dans la politique linguistique

Table ronde 2: Langue française, culture et mondialisation dans la perspective d'un progrès individuel et collectif

2. Diversité pédagogique et didactique

- Les méthodes d'enseignement/apprentissage du français et la contextualisation de ces méthodes
- Les lieux d'apprentissage existants et potentiels (à l'école, hors de l'école, lieux publics, privés, associatifs...)
- La différenciation dans les pratiques d'enseignement et d'évaluation du français: la prise en compte de l'âge et du niveau d'apprentissage, des besoins spécifiques, des demandes et de la langue d'origine des apprenants, l'enseignement précoce sous ses diverses formes
- La didactique des cultures francophones
- La didactique de la littérature
- L'utilisation des divers médias de diffusion en classe de français

Table ronde: L'exploitation de la diversité didactique pour enrichir la personnalité des apprenants

Table ronde: Les différents points de vue nationaux dans une perspective internationale

3. Diversité des usages

- Les parlers francophones, leurs standards, leurs registres langagiers et leurs légitimités
- Les statuts du français (FLM, FLS, FLE, langue des migrants...)
- Le français de spécialité (économie, diplomatie, informatique, tourisme, droit, affaires...)
- L'impact des langues et cultures environnantes (créolisation, régionalisme, barbarisme, langues des banlieues...)

(continué à la page 20)

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AATF-SPONSORED SESSIONS AT ACTFL

(continuation de la page 19)

- La littérature en français (littérature de l'exil, postcoloniale, les genres littéraires et leur devenir, la littérature contemporaine, la littérature en français à travers le monde, la diffusion des littératures francophones, la traduction des littératures francophones...)
- Le français dans les médias de diffusion

Table ronde: Enseigner les œuvres de création artistique (littéraire et autres)? Comment? Pourquoi? Laquelle?

Table ronde: Favoriser la diversité du français ou au contraire veiller à son unité pour assurer la promotion de la langue

The AATF will sponsor six sessions at the upcoming ACTFL convention, November 21-23, 2003, in Philadelphia.

- "Advocating for French: Preserving and Promoting Programs" (Jean-Pierre Piriou, University of Georgia; Jayne Abrate, Southern Illinois University)
- "Nouvelles technologies dans la pédagogie de tous les jours" (Michèle Magnin, University of San Diego; Gilberte Furstenberg, Massachusetts Institute of Technology; Deborah Reisinger, Duke University)
- "Le 'Nouveau' Grand Concours" (Geneviève Delfosse, Thomas Jefferson High School, VA; Karen Singer, Fairfax County Public Schools, VA)
- "Guidelines and Strategies for Devel-

oping and Assessing Cultural Competence" (Marie-Christine Koop, University of North Texas; Alan J. Singerman, Davidson University; Ann Williams-Gascon, Metropolitan State College of Denver)

- "Promoting French in Your Chapter, District, and State" (Joyce Beckwith, Wilmington High School, MA; Brenda Benzin, Buffalo State College; Diana Regan, LaSalle University)
- "La Francophonie...pour tous!" (Davara Potel, Solon High School, OH)

We hope that those attending the convention will look for these sessions in the program and support your AATF colleagues. For more information, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; E-mail: [actflhq@aol.com]; Web: [www.actfl.org].

MOTS CHASSÉS:

Exercices basés sur la *French Review*, Vol. 76, No.6 (May 2003). Le corrigé se trouve à la page 50.

- I. Remplacer les vides par l'adverbe approprié (mal, bien, beaucoup, déjà, trop, encore)
1. Les riverains n'ont pas _____ été prévenus de la montée des eaux.
 2. Nous ne sommes qu'au mois de septembre, mais les intempéries ont _____ sévi dans le Midi de la France.
 3. Avec la marée noire les ostréiculteurs ont _____ perdu d'argent.
 4. «J'en ai assez; cela commence à _____ faire».
 5. Ce chauffard avait _____ bu; il a fauché un enfant sur un passage pour piétons.
 6. Cet entrepreneur a _____ géré son affaire; il doit mettre la clé sous la porte.
- II. VRAI OU FAUX: Mettre un V ou un F à côté de la phrase proposée.
1. Cet assassin sera jugé par le Tribunal des Prud'hommes.
 2. La Direction de l'Équipement est en charge de tous les équipements sportifs d'une région.
 3. La Route du Rhum est le nom d'une grande course de voile dans l'Océan Atlantique.
 4. SAMU est un acronyme signifiant «Société anonyme des Marins de l'Union».
 5. Mettre la clé sous le paillason et mettre la clé sous la porte sont des expressions de même sens.
- III. Créer une phrase interrogative en éliminant le segment de phrase souligné; utiliser les mots interrogatifs suivants: qui, pourquoi, comment, qu'est-ce-que, quand, où.
1. Un bateau espagnol a fait naufrage au large des côtes de France.
 2. Ce skipper a été contraint à l'abandon parce qu'il avait démâté.
 3. Le Procureur de la République a présenté son requis à la fin des débats au Tribunal.
 4. Le présentateur de télé conclut toujours sa présentation par «Je vous remercie de votre attention.»
 5. Les riverains s'approvisionnent en eau potable aux camions-citernes quand l'eau a été déclarée impropre à la consommation.
 6. Ces bandes de voyous ont attaqué la police à coups de cocktails Molotov.
- IV. Écrire des phrases complètes en utilisant le subjonctif avec les éléments donnés.
1. Je / regretter / que / cette / course / se / être / mal / terminer
 2. À moins que / les autorités / prendre / de fermes décisions / les bateaux-poubelles / continuer / à naviguer.
 3. Ce / être / le / seul / attentat / qui / revendiquer.
 4. Les habitants / s'indigner / de ce que / le jury / ne pas / condamner / le chauffard / à la prison ferme.
 5. Nous / vouloir / que / les Corses / pouvoir / décider / par soi-même / au prochain référendum.

Colette Dio, Nancy, France

PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

French By the Numbers

AATF's newest promotional flyer. 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 and particularly to the American economy.

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

French is Not a "Foreign" Language

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

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

Why Learn French

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

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

Speaking French: an investment in the future

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

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

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

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

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

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

This color flyer offers reasons and testimonials on the importance of beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools. 50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

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



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE.
 Purchase orders accepted. *Prices as of 9/1/03

<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 @\$0.10 each, 50 @\$5.00	_____
_____	Why French FLES*? @\$0.10 each, 50 @\$5.00	_____

TOTAL ENCLOSED _____

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TITLE VI FRENCH IMMERSION INSTITUTES:

CONNECTING FRENCH TEACHERS WITH INTERNATIONAL STUDIES

The University of Pittsburgh's European Union Center and Center for West European Studies (CWES) in collaboration with the Allegheny Intermediate Unit offered three *French Immersion Institutes: Connecting French Teachers with International Studies* for middle school and high school teachers of French during the 2002-2003 academic year. Each workshop, funded by a U.S. Department of Education Title VI grant, enabled approximately 30 teachers of French to strengthen their listening and speaking skills, to broaden their knowledge regarding international studies and Francophone countries, and to increase their repertoires for interesting, standards-based classroom activities in French. The teachers received five hours of Pennsylvania ACT 48 professional development credit for participating in each institute.

The workshops were directed by Dr. Bonnie Adair-Hauck, second language researcher and teacher trainer, University of Pittsburgh. The French Immersion Institute's collaborative team members included the following French teachers: Bénédicte Barlat (Oakland Catholic High School), Alizé Barth (French language and culture consultant), Jean-Yves Boulard (Indiana University of Pennsylvania), Cephus Moore (Upper St. Clair High School), and Carol Schneider (Franklin Regional High School).

The first workshop featured Dr. Yves Citton, University of Pittsburgh, who presented the intriguing topic "Quelques Enjeux philosophiques de l'exception culturelle." Dr. Citton discussed the notion of cultural exceptionalism in France and in the European Union. First, Dr. Citton shared some important dates regarding the genesis of the formalization of a policy of cultural exceptionalism, such as the World Trade Organization's 1993 negotiations between the European Union countries and the U.S. During these negotiations, France successfully argued that cultural products and services should not be treated like other marketable products. France also persuaded the EU of the importance of national subsidies for certain cultural industries, notably, film, television and music (Kidd and Reynolds, 2000). The French government has continued to support the notion of cultural exceptionalism as a way of supporting the economic growth of these industries and also as a way of protecting the French language and culture from globalization or uniformization. Dr. Citton also provided some interesting reading materials and statistics that compared

cultural life in France and in the U.S. with a special emphasis on the influence of American culture on French culture (film, T.V. music, and language). We had a lively debate regarding when it might be appropriate for a government to counter the law of free-market and trade with regulatory measures (e.g., requiring French radio stations to air at least 40% of French music). Finally, Dr. Citton ended the discussion on whether or not a policy of cultural exceptionalism will be able to protect creative and divergent thinking against the uniformity tendencies that arise from globalization in the 21st century. After Dr. Citton's lively lecture and debate with the French teachers, Jean-Yves Boulard facilitated an "Atelier d'écriture" for the teachers. This process, which Jean-Yves learned as a teacher in France, allowed the teachers to experiment with a process of non-conforming writing. The teachers collaborated in groups on a creative writing project. Jean-Yves chose the theme "French Words that Taste Good." Using the model provided by Professor Boulard, the teachers collaborated in groups to write a poem, a story, or a memory tied to this theme. The groups then shared their final creative projects.

The second French Immersion Institute highlighted Nacer Khelouz, Ph.D. candidate in French literature, University of Pittsburgh. Professor Khelouz intrigued the French teachers with his lecture entitled: "Immigration algérienne en France: frontières et identités." Professor Khelouz stressed the historical roots of Algerian immigration in France (the invasion of Algeria by the colonial French Army in 1830; the need to recruit Algerians for military purposes as well as for factory workers during World Wars I and II; the French-Algerian War, etc.). Due to these historical events, there are approximately 700,000 Algerians residing in France today (this figure does not reflect clandestine immigration to France each year). Besides explaining the historical ties between France and Algeria, Professor Khelouz stressed other issues, such as the social, cultural, and political attitudes of the Algerian community in France and, in particular, its attitude toward integration. Furthermore, he highlighted the challenge of dealing with antagonisms between origins which become rather vague after two or three generations and the economic, social, and political necessity of involvement within French society. To bring these issues to life, Professor Khelouz showed segments of two powerful films: *Mémoires d'immigrés* and *Le*

Gone de Chaaba. Besides the enlightening presentation from Professor Khelouz, Alizé Barth and Carol Schneider shed light on some important Franco-Algerian cultural perspectives by sharing songs that focus on the role of Algerian integration in France. First, Alizé Barth presented a short lecture on *rai*, a type of music developed in the 20th century which stresses the points of view or problems of Algerians. Ms. Barth then shared two songs, "Douce France" with its classic French version by Charles Trenet and its newer version sung by Rachid Taha. She also highlighted the song, "Aïsha" by Cheb Khaled. Finally, Carol Schneider shared a video of the song "Tonton du bled" which is a wonderful window into the life of a young French Arab male who describes a brief visit back to his homeland.

The third French Immersion Institute featured Professor Claire Piana who discussed "Les Relations transatlantiques sous la présidence de Georges W. Bush." The workshop began with an information-gap activity by Carol Schneider which focused on important facts regarding the European Union (the elections for the European Parliament take place every five years; the population of the European Union is 374 million inhabitants; presently, there are 15 members of the European Union, etc.). Mastering these facts can be pretty boring if taught lecture-style, but Ms. Schneider brought these facts to life by using an information-gap activity (see Classroom Activity on page 25). Then Professor Piana presented her lecture which focused on the expansion of the European Union (moving from 15 members to 25 members) and on the rift in transatlantic relations, particularly regarding the crisis that preceded the war in Iraq. More specifically, she emphasized the common interests of both the U.S. and Europe in the Middle East, such as the dependency on oil, the need for stability in the region, security for Israel, as well as the growing economic problems and the spread of Muslim fundamentalism. She also highlighted some of the differences between France and the U.S. with regards to the Middle East. In particular, Professor Piana stressed the proximity of France to the Middle East and the fact that France has the largest Muslim community in the EU. Furthermore, she discussed the "ESP" policy of the EU, that is, its mission to solve global problems through economic, political, and social means before military means, since the EU is not yet a global military actor. After her presentation, the French teachers discussed with Professor Piana some of the problems that have developed in their

schools due to the French opposition to the war in Iraq. For example, some of the teachers' students have been counseled by their parents not to study the French language and culture since France did not participate in the war in Iraq. As a result, many of the French teachers' enrollments are down for the fall 2003 term, and some of the teachers were concerned about the loss of teaching positions due to this conflict. At least the discussion ended on a positive note as Professor Piana mentioned that the G8 countries would be meeting in Évian, France in June, 2003.

After the enlightening lecture by Professor Piana, Jean-Yves Boulard facilitated a small group discussion on the topic, "Does the European Union need to choose one language or should it try to keep its linguistic diversity?" This topic challenged the French teachers to give and defend their opinions in French. Finally, Bénédicte Barlat ended the workshop by showing a PowerPoint presentation *La Vallée des rois* developed by Alizé Barth. This presentation highlighted the historical as well as cultural roots of the Loire Valley. Teachers were then given instructions on how they can obtain their own copy of this presentation from Ms. Barth.

The evaluations of the workshops were quite positive with comments such as, "It's a pleasure to be in a relaxed atmosphere and to hear native speakers speaking in French;" "I love listening to other peoples' perspectives in French;" "This workshop was empowering, for despite the sophisticated theme, I was able to understand!" "What I liked best about these workshops was learning something new and discussing it in a high level of French. It is difficult to keep up with current topics that are being debated in France. These workshops help to fill this void."

We would like to thank the following individuals who were instrumental in procuring funding and administering the workshops: Dr. William Brunstein, Director of the University of Pittsburgh's Center for International Studies, Dr. Dennis Looney, Acting Director of the Center for West European Studies, Stacey Beggs, Assistant Director of CWES, Steve Salas, Outreach Coordinator, and Joanne Robb, registrar.
Bonnie Adair-Hauck
Director, French Immersion Institute
University of Pittsburgh

REFERENCES

Kidd, W. and Reynolds, S. (2000). *Contemporary French Cultural Studies*. New York, NY: Oxford University Press.

**NATIONAL FRENCH WEEK
NOV. 5-11, 2003**

AATF SEEKING MEMBERS WHO HAVE WORKED WITH SCHOOLS IN DEVELOPING COUNTRIES

The AATF is seeking to identify members who have participated in exchanges with or sponsored schools or teachers in developing countries. This could include French-speaking or non-French-speaking countries in Africa, Latin America, Asia, or Eastern Europe. We know that some schools, French clubs, or chapters have collected money or supplies to send to schools in these areas or others who have undertaken correspondances with them. We are trying to collect data on these experiences. We are looking for information on how you found a partner and what activities you have participated in. If you have information about a project of this nature, please e-mail [abrate@siu.edu] by **October 31, 2003**. Thank you for your help.

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 [www.frenchteachers.org]. You will probably find the answer there.

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on this page to notify the AATF or send an e-mail to [aprilcole@yahoo.com], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

ATLANTA CONVENTION JULY 19-23, 2004

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 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 38 for more information.

MOVED THIS SUMMER? 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 have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [aprilcole@yahoo.com].

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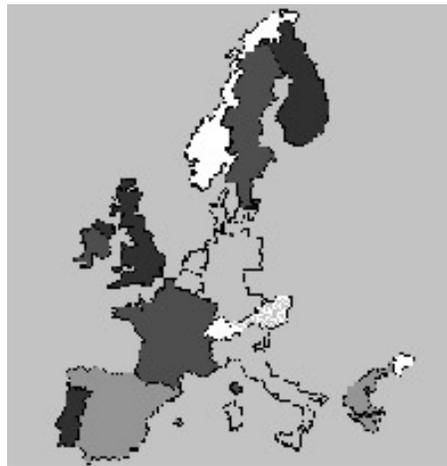
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CLASSROOM ACTIVITY

LOTO LASER

(adapted from Barbara Snyder by Carol Schneider)



À la découverte de l'Union Européenne

Tour à tour avec votre partenaire, posez les questions qui se trouvent dans les cases. Votre partenaire a la réponse (s'il y en a une) sur sa feuille. Inscrivez la réponse dans la case. S'il n'y a pas de réponse, mettez un "O" dans la case. La première personne à trouver 4 réponses horizontalement, verticalement ou diagonalement gagne le jeu! Quand l'un(e) d'entre vous a gagné, continuez à jouer jusqu'à ce que vous ayez posé et répondu à toutes les questions.

le Conseil d'Europe

la PESC

la Politique
étrangère de
sécurité
commune

la Communauté européenne

- le Conseil de l'Union Européenne
- la Commission européenne
- le Parlement européen

la JAI

la Justice et
affaires
intérieures



Loto Laser Partenaire A l'Union Européenne

Combien y a-t-il de pays dans l'Union Européenne?	Quel est l'hymne de l'Union Européenne?	Comment est le drapeau de l'Union Européenne?	À quelle date est-ce qu'on célèbre "le jour de l'Europe?"
Quelles sont les trois institutions-clés de l'Union Européenne?	Combien de députés siègent au Parlement européen?	Qui sont les pères fondateurs français de la CEE (qui deviendra l'Union Européenne)?	Dans quelle ville se trouve le siège du Parlement européen?
En quelle année le Danemark, l'Irlande et le Royaume Uni ont-ils joint l'Union Européenne?	En quelle année est-ce qu'on a ratifié le traité instituant le Marché Commun?	En quelle année est-ce qu'on a ratifié le traité de Maastricht?	À quelle date l'Euro est-il devenu monnaie unique?
Quels ont été les 6 premiers membres de l'Union Européenne?	En quelle année l'Espagne et le Portugal ont-ils joint l'Union Européenne?	Quelles sont les 3 fonctions du Parlement européen?	Quels sont les 3 pays membres de l'Union Européenne qui sont exclus de la "zone Euro"?

Quelques renseignements:

- Les élections au Parlement européen ont lieu **tous les 5 ans**.
- Le **rôle** du Conseil de l'Union Européenne est de représenter les intérêts de chaque état membre.
- Le **rôle** de la Commission européenne est de représenter les intérêts de l'UE.
- Il y a **20 commissaires** qui siègent à la Commission européenne.
- Des ministres de chaque état membre siègent au Conseil de l'UE.
- Le **siège** du Conseil de l'Union Européenne se trouve à Bruxelles.
- La **population** de l'Union Européenne: 374 millions habitants.
- **Les 10 nouveaux membres** de l'UE en 2004 seront: Chypre, République tchèque, Estonie, Hongrie, Lettonie, Lituanie, Malte, Pologne, République slovaque, Slovaquie.
- La **fonction la plus importante** de la Commission européenne est d'initier la législation.
- Parmi les nombreuses **activités de l'UE** on peut citer l'agriculture et la pêche, mais pas les arts.
- **Les 15 membres de l'Union Européenne** sont: l'Allemagne, l'Autriche, la Belgique, le Danemark, l'Espagne, la Finlande, la France, la Grèce, l'Irlande, l'Italie, le Luxembourg, les Pays-Bas, le Portugal, le Royaume-Uni, la Suède.
- Le **but** de l'Union Européenne est de faciliter la coopération économique, politique et sociale parmi les états européens.

Loto Laser Partenaire B
l'Union Européenne



Quel est le rôle du Conseil de l'Union Européenne?	Quel pays a joint la CEE en 1981?	Quel est le rôle de la Commission européenne?	Combien de commissaires siègent à la Commission européenne?
Qui siège au Conseil de l'Union Européenne?	Dans quelle ville se trouve le siège du Conseil de l'Union Européenne?	En quelle année est-ce qu'on a ratifié le traité instituant la Communauté du Charbon et de l'Acier?	Quelle est la périodicité des élections au Parlement européen?
Quelle est la fonction la plus importante de la Commission européenne?	Laquelle n'est pas une activité de l'Union Européenne: l'agriculture, les arts, la pêche?	Quels sont les 15 pays actuellement membres de l'Union Européenne?	En quelle année est-ce qu'on a ratifié le traité instituant la Communauté de l'Energie Atomique?
Qui est le chef de l'Union Européenne?	Quels seront les 10 nouveaux membres de l'UE en 2004?	Quel est le but de l'Union Européenne?	Combien y a-t-il d'habitants dans l'Union Européenne?

Quelques dates:

- On a ratifié le traité instituant le **Marché Commun** en 1957.
- On a ratifié le traité de **Maastricht** en 1991. C'est ce traité qui a formellement établi l'UE.
- L'**Euro** est devenue monnaie unique le premier janvier 2001.

Les renseignements:

- Il y a **15 pays** dans l'Union Européenne.
- Les **six premiers membres** de la CEE sont: l'Allemagne, la Belgique, la France, l'Italie, le Luxembourg, les Pays-Bas (1957).
- Les trois pays membres de l'UE qui sont **exclus de la "zone Euro"** sont: le Royaume Uni, la Suède, le Danemark.
- Les **trois fonctions du Parlement européen** sont: la fonction législative (adopter des lois), la fonction budgétaire (approuver le budget), et la fonction de contrôle (sur la commission européenne).
- Les **trois institutions-clés** de l'Union Européenne sont: le Parlement européen, le Conseil de l'Union Européenne, et la Commission Européenne. Il y a aussi le cour de justice et le cour des comptes.
- L'**hymne** de l'Union Européenne est "L'hymne à la joie" de la neuvième symphonie de Beethoven.
- Le **drapeau** de l'Union Européenne est un cercle de 12 étoiles jaunes sur un fond bleu azur.
- Les **pères fondateurs** français de la CEE sont Robert Schuman et Jean Monnet.
- Le **siège** du Parlement européen se trouve à **Strasbourg**.

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

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)

Calendrier perpétuel: Newly revised and expanded 104-page volume highlights significant events in French and Francophone history as well as birthdates of famous individuals in the Francophone world. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (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 9/1/03



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)	_____
_____ Video @ \$15/\$18	(add an additional \$1 for XXL)	_____
_____ Open Your World / Forward with French / Forward with FLES* (please circle)		_____
_____ Travel Guide @ \$12/\$15		_____
_____ Calendrier perpétuel @ \$15/\$18		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

76^{ème} CONGRÈS ANNUEL DE L'AATF EN MARTINIQUE

Sur une île longue de 75 km et large de 35 km 600 congressistes américains et leurs invités ne pouvaient pas passer inaperçus. L'impact du 76^{ème} congrès de l'AATF en Martinique fut tel que la presse, la radio et la télévision ont fait état de notre séjour. En groupe, en voiture ou encore en utilisant les transports en commun quelque peu folkloriques, les

professeurs ont sillonné toutes les routes de la Martinique et ont trouvé partout un accueil chaleureux. Tous sont tombés sous le charme de l'île.

Les 150 personnes qui étaient au rendez-vous à l'aéroport de San Juan, Puerto Rico le premier juillet ont poussé un grand soupir de soulagement en voyant arriver l'avion de Miami Air affrété par l'AATF. Le personnel au sol et à bord nous a déjà mis dans l'humeur des îles par leur efficacité et leur amabilité. Arrivés à Fort-de-France, attendus par un orchestre martiniquais, des hôtesse en costume et l'incroyable équipe de Carib Congrès, la réunion s'annonçait de bon augure. Le lendemain un deuxième vol en provenance de San Juan a acheminé 150 personnes de plus, et le soir du 3 juillet nous étions quasiment au complet avec l'arrivée du dernier vol charter venant de Fort Lauderdale.

Pendant que le Conseil d'administration de l'AATF se mettait au travail la veille du



La séance d'ouverture: (de g. à dr.) Jean-Pierre Piriou, Miguel Laventure, Jean-Claude Lubin, Raymond St. Louis Augustin.

congrès, quatre cars sont partis en excursion vers le nord. Des ruines de la ville de St. Pierre, détruite par l'éruption de la Montagne Pelée en mai 1902 jusqu'au magnifique Jardin de Balata en passant par la Plantation Leyritz et en empruntant des routes sinueuses, ces congressistes ont



L'équipe de Carib Congrès: (de g. à dr.) Olivier De La Houssaye, Président Jean-Pierre Piriou, Secrétaire générale Jayne Abrate, Thierry Blanc, Ketty, Krystel, Amel, David

pu se baigner dans l'histoire de l'île et se régaler de la flore tropicale. Le soir un autre groupe a profité d'un dîner organisé dans une habitation au bord de la plage avec musique locale tandis que d'autres ont commencé à essayer les restaurants de la Marina et de la Pointe-du-Bout.

Malgré quelques averse presque quotidiennes et une humidité parfois lourde, tout le monde avait l'air de se plaire. Nous nous sommes très vite habitués au chant des grenouilles qui commençait à la tombée de la nuit ainsi qu'aux oiseaux de plus en plus hardis qui voulaient partager notre petit déjeuner. Et tout cela avant le début officiel du congrès.

par l'écrivaine martiniquaise Suzanne Dracius, élue à l'occasion du congrès membre honoraire de l'AATF. Une réception parmi les exposants situés au lobby de l'Hôtel Kalenda et co-sponsorisée par l'AATF et le Service culturel de l'Ambassade de France à Washington, a précédé la représentation en soirée d'une pièce de Suzanne Dracius, *Lumina Sophie dite Surprise*, sponsorisée elle par TV5. Nous tenons à remercier les exposants qui se sont déplacés jusqu'en Martinique ainsi que les exposants locaux venus rencontrer les professeurs américains.

Les 5, 6 et 7 juillet, le programme était au complet avec plus de 115 sessions données par 166 intervenants, dont parmi eux de nombreux invités martiniquais, belge, québécois et canadiens. Un va-et-vient perpétuel entre les trois hôtels (le Kalenda, le Bakoua et le Carayou) où se déroulaient les séances attestait preuve du



La Marina à la Pointe-du Bout



La Montagne Pelée et la baie de St. Pierre

sérieux des congressistes qui cherchaient à profiter non seulement du lieu mais du contenu professionnel du programme.

Samedi soir tous les congressistes ont été transportés en car jusqu'à l'Impératrice Village, lieu d'une grande fête martiniquaise offerte à l'AATF par l'Office départemental du tourisme de la Martinique (ODTM). Miguel Laventure, Président de l'ODTM, et son Directeur général, Jacques Guannel, ont accueilli les membres de l'AATF. Entre musique où bon nombre de participants se sont mis à «zouker», spécialités martiniquaises qu'on a pu goûter au long de la soirée, spectacle de danse donné par les Ballets martiniquais, la compagnie s'amusait à toute allure malgré un peu de pluie et beaucoup d'humidité.

Samedi et dimanche, deux groupes de

congressistes ont fait une courte excursion aux Trois-Îlets, commune dont fait partie la Pointe-du-Bout, où ils ont pu visiter la poterie et le Musée de la canne. Dimanche, 200 personnes sont montées sur un bateau pour voir le coucher de soleil sur la mer. Les nuages et un vent fort ont un peu perturbé l'excursion, mais cela n'a pas empêché les participants d'arroser l'expérience de «tipunch» et de zouk.

Le lundi 7 juillet on sentait déjà l'approche trop rapide des premiers départs. Tandis que beaucoup de congressistes sont restés fidèles au programme professionnel, d'autres se sont empressés de faire leurs derniers achats. Le soir a eu lieu le banquet



James Gilroy dans le bureau d'Aimé Césaire

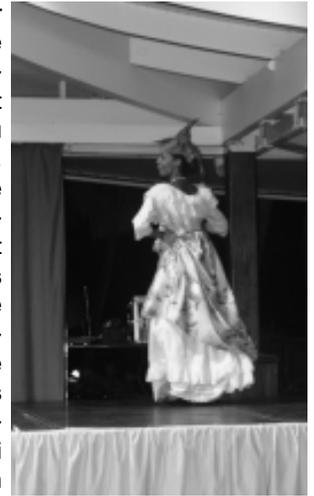
de gala de l'AATF à l'Hôtel Carayou. Là nous avons honoré ceux qui ont reçu de nombreux prix en 2003 (voir la liste des lauréats à la page 48). Les deux lauréates du AATF *Dorothy Ludwig Excellence in Teaching Award*, Molly Wieland (MN),

secondaire, et la Sœur Mary Helen Kashuba (PA), supérieur, ont pu être présentes pour recevoir un certificat, une année de cotisation gratuite, un abonnement au *Français dans le monde* et 400\$ grâce à Robert Ludwig, ancien délégué régional pour l'état de New York. Ensuite, les convives ont pu danser sur la musique d'un orchestre martiniquais—du zouk

au paso doble en passant par le cha cha et le rock.

Les matins du 8, 9 et 10 juillet ont commencé très tôt en raison des départs des charters, mais avec l'équipe de Carib Congrès toujours présente personne n'a été oublié. Souvent à contre-cœur, les gens montaient dans les cars qui devaient les amener à l'aéroport. Tant qu'il faisait encore nuit, ça allait, mais dès le lever du soleil quand on pouvait voir les palmiers autour de la piscine, la

plage, la mer et la baie de Fort-de-France, tout est devenu plus difficile. Déjà le 8 la vie à la Pointe-du-Bout s'est calmée après le départ de 160 congressistes de retour vers Fort Lauderdale, 46 qui sont partis en excursion à la Guadeloupe et 120 de plus



Le spectacle des Ballets martiniquais

qui sont partis pour la journée faire le tour des plages du sud. Ceux qui sont restés un ou deux jours de plus ont profité de l'occasion pour visiter le reste de l'île ou pour se balader dans Fort-de-France.

Nous voudrions remercier quelques individus sans lesquels ce congrès n'aurait pas pu se dérouler dans les conditions excellentes que nous avons connues. Nous avons déjà signalé nos exposants et les invités de marque, mais il faut également mentionner Olivier De La Houssaye et toute l'équipe de Carib Congrès dont l'efficacité, la gentillesse et le professionnalisme a dépassé non seulement nos attentes mais notre image du congrès idéal. Muriel Wiltord du Bureau de Promotion de la Martinique à New York a été d'une aide indispensable en facilitant les contacts et en encourageant nos démarches. Finalement, sa collègue Valérie Vulcain, avec son fiancé Francis, ont été d'une disponibilité et d'une efficacité sans mesure en veillant à l'organisation matérielle de nombreux événements.

En somme, tout était fait pour plaire aux congressistes—une cuisine délicieuse et abondante, un cadre magnifique avec vue sur la mer à l'ombre des palmiers, des hôtels de premier ordre et un accueil partout chaleureux. On pouvait voir au fil des jours la décontraction des participants qui sont devenus de plus en plus souriants, de moins en moins stressés et dont les habits de vacances prévalaient sur la tenue de ville. Les sacs, jupes, chemises et autres articles en madras apparaissaient davantage chaque jour. Il est évident que beaucoup de professeurs se sont procurés de quoi décorer leur salle de classe et de quoi illustrer de nombreuses leçons sur la Martinique. Nous sommes sûrs que tous ceux qui ont eu la chance d'assister à ce congrès inoubliable pensent déjà à retourner à l'île aux fleurs.



La plage à la Pointe-du-Bout



Ma carte d'étudiant

This is a great way to start out the school year. This is an adaptation of an authentic *carte d'étudiant* that students would carry with them in France. Depending on the level of the class, students can fill it out all at once or use it as a springboard for drill or reinforcement and review of structures relating to personal information. Teachers may want to simplify or add to reflect the needs of their classes. I have copied the forms below onto card stock and folded them in half to make a little *carnet*. (Continued on next page.)

nom: _____	prénom: _____
domicile: _____	MOI
âge: _____	
date de naissance: _____	
lieu de naissance: _____	
nationalité: _____	
langues: _____	
classe: _____	professeur: _____

NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2003 is “**Le français: au-delà des frontières/French Beyond Borders.**”

ESSAY CONTEST

Deadline: Postmarked by **October 16, 2003.**

Send to: Georgette Schmidt, Jamesville Dewitt High School, Edinger Drive, Dewitt, NY 13224.

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2003. 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, 2003.**

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 2003. 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 infor-

mation 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:

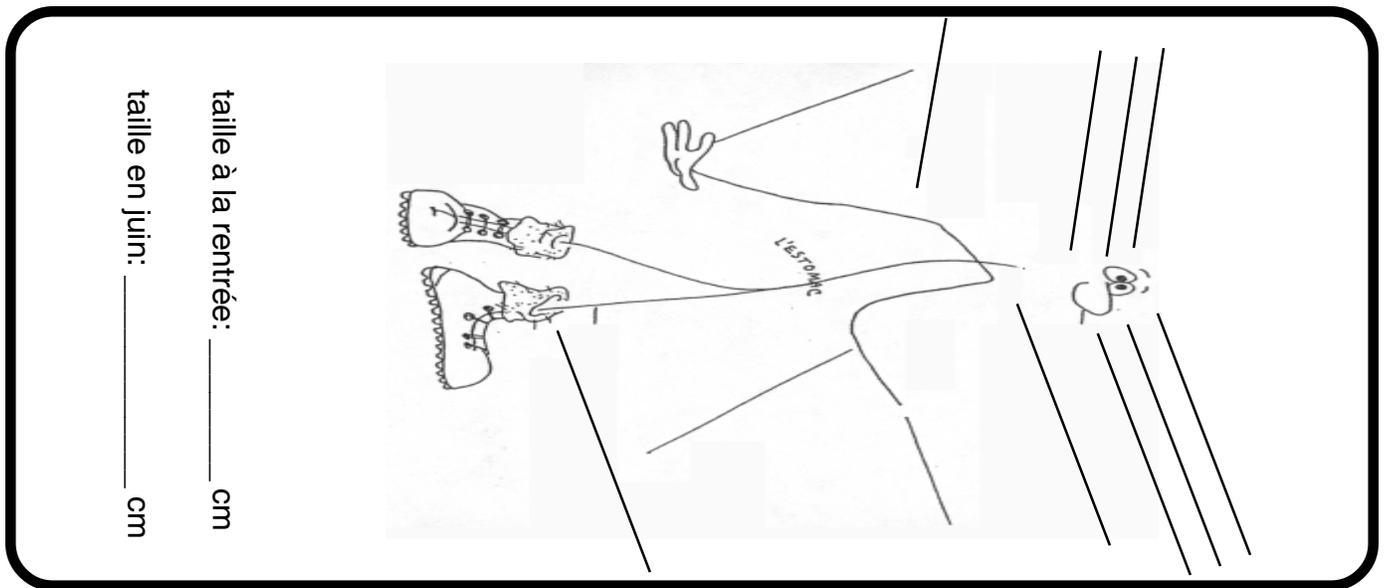
- Elementary: Grades 3-5
- Intermediate: Grades 6-8
- Secondary: Grades 9-12
- College

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.

We invite FLES and middle school teachers to share ideas, classroom gimmicks, successful lessons, games for oral interaction, and National French Week activities with other AATF members. Join the teacher network! Send your ideas, even just a sentence of two, to the *National Bulletin* or to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027.

Elizabeth Miller
 Crystal Springs Uplands School
 Northern California Chapter



U.S. DEPARTMENT OF EDUCATION FAILS TO RESPOND TO 3,000 PUBLIC COMMENTS TO IMPROVE CURRENT ERIC CLEARINGHOUSE SYSTEM

In June 2003 the U.S. Department of Education released its contract request for proposal (RFP) to dismantle the ERIC Clearinghouse system, significantly rejecting comments from more than 3,000 individuals and organizations dedicated to preserving ERIC's structure which currently offers personalized customer service, more consumer choices, and a broad base of information through 16 clearinghouses, according to the National Education Knowledge Industry Association (NEKIA).

The request for proposal made only minor changes to the draft statement of work despite overwhelming public comment opposing the approach taken by the Department. The final RFP continues to eliminate all 16 clearinghouses and replaces them with a single contractor. The RFP provides less content expertise and requires fewer customer-oriented services than the current ERIC Clearinghouse system. Individual clearinghouse Web sites, visited by 22.5 million visitors a year, would also be eliminated. The enormously

popular ERIC digests that synthesize research findings would no longer be required. The RFP would also limit 1-800 customer inquires to technical support on how to use the on-line database instead of the rich customer-oriented content expertise system of today. In 2001 alone, ERIC received 32,345 phone inquiries.

NEKIA is pleased the RFP has made minor improvements from the draft statement of work such as expanding the types of documents allowed into the ERIC database; however, NEKIA remains concerned about the Department of Education continuing to approve journal and non-journal lists.

NEKIA and its members recommended the following changes to the draft statement of work:

- Promote customer service by continuing clearinghouse Web sites, question-answer services, and dissemination functions of the system;
- Maintain access to a broad base of information by not reducing coverage of journal literature or limiting databases to approved lists of journals;

- Expand competition and opportunities to compete;
- Promote quality and consistency of the abstracting and indexing of database entries by maintaining the current ERIC indexing protocols and ERIC Thesaurus;
- Provide sufficient funding in order to implement the needed but expensive improvements;
- Ensure content expertise by maintaining the current "distributed" structure of clearinghouses that takes full advantage of expertise wherever it is located throughout the country.

"If the Bush Administration truly wants to achieve our shared goals of transforming education into an evidence-based field, our federal system needs to fully support a dynamic knowledge infrastructure that emphasizes customer service, broad content choices, and distributed subject expertise," said NEKIA President Jim Kohlmoos. "This is clearly the time to enhance and improve the core infrastructure, not dismantle it."

NATIONAL FRENCH WEEK 2003

Start planning now for the fifth 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 41). 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 four 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 businesses or U.S. businesses 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 [www.frenchteachers.org/] 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 5-11, 2003



NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2003 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 41);
- 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!**

AATF NATIONAL COMMISSIONS

Commission on Community Colleges

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4601 Mid Rivers Mall Drive
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E-mail: [dmccracken@stchas.edu]

Commission on Cultural Competence

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Commission on Professional Teacher Standards

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Commission on Telematics and New Technologies

Michèle Magnin, Chair

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E-mail: [mmagnin@sandiego.edu]

SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

The special offer for AATF members to subscribe to *Le Français dans le monde* has been continued. The review is now the official publication of the *Fédération internationale des professeurs de français* (FIPF) and is published by CLE International. The AATF has negotiated a special subscription rate for AATF members. More than 500 AATF members took advantage of this special offer in 2002 and 2003.

Members have two subscription options. For a yearly subscription payment of \$50, you can receive six issues of *Le Français dans le monde* plus two accompanying CDs as well as two special issues of *Francophonie* (a savings of \$76 over regular subscription rates). For a yearly subscription payment of \$60, you can again receive six issues of *Le Français dans le monde* with two accompanying CDs, two special issues of *Francophonie*, and, in addition, two issues of the more research oriented *Didactique "Recherches et Applications"* (a savings of \$79 over regular subscription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2004 dues renewal invoice which will be mailed to all AATF members in early October. Those who subscribed for 2003 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

The editor of the new *Français dans le monde* is Françoise Ploquin who was assistant editor under the previous editor in chief and honorary AATF member Jacques Pécheur. The editorial team is planning several themed issues and encourages submissions from French teachers around the world. Consult the Web site at [www.fdlm.org] for more information. AATF President Jean-Pierre Piriou serves on the Advisory Board, and Christopher Pinet, Editor in Chief of the *French Review*, serves on the Editorial Board of *Le Français dans le monde*.

We hope that many AATF members will take advantage of this opportunity to receive *Le Français dans le monde* at a 40% savings. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

To communicate address changes, contact [fdlm@vuefr.fr],

AATF SMALL GRANTS

At the Martinique Convention, the Executive Council again renewed the AATF Small Grants program for 2004 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 postmarked by **March 1, 2004**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED**

FROM CHAPTER TREASURY (This must be attested to by the Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2004 are encouraged.

NEW TEACHERS OF FRENCH EXPLORE MARTINIQUE AND EMBRACE LA CULTURE ANTILLAISE

Included among the AATF members who attended the 76th *congrès* in Martinique in July were many who are new to the French classroom. They traveled to La Pointe-du-Bout to enrich their classrooms with the culture of the *Pearl of the Antilles*. Five teachers, including Shannon Porfilio, Margarita Levasseur, David Greer, Lori Ethridge, and Thuan Tran shared their comments with colleagues. They teach elementary, middle

role of Caribbean music therein. Her visit to the Sugar Cane Museum and learning about *madras* as the fabric of choice will influence her classes in September.

When she was 12 years old, she traveled to Paris and noticed that her

cuisine. He is already anticipating the 2004 Atlanta Convention.

After working in the International Division of Sun Trust Bank in Atlanta, **Lori Ethridge** returned to school to get her teaching credentials and is pursuing an advanced degree. She has just completed her first year of teaching French at Rome (GA) High School. She went to Martinique to perfect her French, to get additional ideas for teaching the advanced level, including AP, and to



From L. to R.: Shannon Porfilio, Margarita Levasseur, David Greer, Lori Ethridge, and Thuan Tran.

school, and high school French.

Shannon Porfilio just completed her first year of teaching at West Seneca (NY) High School. She joined the AATF as a student at the University of Buffalo, at the suggestion of her professor. Shannon organized the French Club there and led several student trips to Montreal. Her summers with a host family in Trois Pistoles, Quebec enriched her love of the culture which she now highlights in her classroom.

According to Shannon, three events made the trip to Martinique "A+++." The chance to meet new colleagues, to explore the culture of the Antilles, and to attend excellent presentations made the voyage "unforgettable."

Her immediate plans are to create multimedia presentations focusing on Martinique to begin the new school year. In November, during National French Week, she will work with Brenda Benzin, AATF Vice-President and Chair of the AATF Commission on High Schools, to coordinate regional workshops on Francophone culture, with an emphasis on Martinique.

Margarita Levasseur from Plainfield South (IL) High School echoed Shannon's comments. She attended the AATF Conference "to learn as much as possible and to assuage my fears about teaching French full time in the fall." Margarita has been teaching history and an occasional French class. Her particular interests include the historical perspective of the island and the

cousins, visiting that city from England, spoke French effortlessly, because it was mandated in elementary school. That observation encouraged her to begin studying French and to minor in the language in college.

In Martinique, she found the sessions led by secondary teachers to be the most helpful, including presentations on oral assessment, the "Forum on the *Grand Concours*," "French Composition over the Internet," and one which emphasized the fun in learning French.

David Greer teaches middle school French and Spanish at Edison and Roosevelt Intermediate Schools in Westfield, NJ. He will begin his third year in September, and this was his first AATF Convention. He remarked: "I saved all year because I knew what an awesome experience it would be. It was worth the sacrifice!" David found the natives to be the most impressive aspect of the voyage. Their friendliness and welcoming nature made communication easy. David plans to incorporate creole in his curriculum, and found that the session, "The Overview of French Creole," was very helpful. He lauded the presentation "Real, Fun French Virtually Every Day" and was impressed by the cleverness and enthusiasm of the presenter.

David's mobile computer lab at school will allow him to show his pictures of Martinique and will allow his students to log on to Web sites to prepare some authentic

interact with colleagues. "The Conference far exceeded my expectations; it was everything I desired and more!" One of her personal goals was to make a contact regarding an exchange program. She envisions Martinique as the ideal Francophone site for a home stay and will pursue that option with her students in the fall. In three days, Lori attended fifteen sessions ranging from pedagogical techniques in the foreign language classroom to lectures on local writers of fiction. She particularly enjoyed a session on assessing oral communication via technology.

Despite his secondary level certification, **Thuan Tran** teaches elementary school French to 700 students a week at Winchester and Thornton Creek Elementary School in the Northville Public Schools in the suburbs of Detroit. He loves teaching young children because they are active and are willing to learn French without questioning his activities in the classroom. He tries to make French class fun so that students enjoy learning.

As a first year member of the AATF, he mentioned that he could not resist the trip to Martinique where he discovered a beautiful island, learned from colleagues, and made many new friends! He particularly enjoyed "Music in the Elementary French Class," because as an elementary teacher he states, "being energetic is the key to success." Another session he praised was "Active, Not Passive: Creating an Active

Learning Environment," because the presenters directly involved the audience while teaching strategies.

In summary, the warm, friendly nature of the *Martiniquais* and the enthusiasm of all attendees made this *congrès* an experience to cherish, particularly for these new teachers. The excellence of the presentations and the presence of local culture, especially as reflected in the drama, music, and dance, make integrating Martinique more fully into the curriculum a pleasant task.

Nancy Gadbois
High School of Science & Technology, Springfield, MA

FULBRIGHT EXCHANGES

Sponsored by the U.S. Department of State, the Fulbright Teacher and Administrator Exchange offers unique personal and professional development opportunities for teachers and administrators, and adds significantly to the international dimension of the school curriculum. The Fulbright Teacher and Administrator Exchange is unique among Fulbright educational exchange programs in its one-for-one exchange of teachers: each U.S. school continues to pay the U.S. teacher's salary and receives in exchange a highly qualified international teacher (paid by his or her home school). Fulbright administrators receive a stipend and participate in six-week exchanges with their foreign counterparts.

For over five decades the Fulbright Program has enriched and broadened the lives of thousands of students, teachers, administrators and their communities both in the U.S. and abroad. Each year the Fulbright Teacher Exchange Program administers about 200 teacher and administrator exchanges in about 30 countries.

This year, the program has expanded its administrator program to include Argentina, Bulgaria, Canada, Czech Republic, Estonia, Finland, Mexico, Romania, Slovak Republic, Thailand, Turkey, and the United Kingdom. In addition, it offers opportunities to host incoming administrators from Oman, Jordan, and Uruguay. The annual deadline is still October 15 and the general eligibility requirements have not changed.

Teachers are encouraged to begin planning now to apply for the Fulbright program for the academic year 2005-2006. Applications will be due by October 15, 2004. The application is available on the Web at [www.fulbrightexchange.org] or by telephone (800) 726-0479, fax (202) 479-6806, or e-mail at [fulbright@grad.usda.gov].

NATIONAL ENDOWMENT FOR THE HUMANITIES DIVISION OF EDUCATION PROGRAMS

The National Endowment for the Humanities supports school teachers and college faculty who wish to strengthen the teaching and learning of history, literature, foreign languages and cultures, and other areas of the humanities. With NEH support, you may design a project to support group study of humanities texts, develop new or revised curricula and materials, and apply electronic technologies to foster excellent humanities teaching and learning.

Humanities Focus Grants

- Propose a study of a humanities topic during the summer or academic year with colleagues from your school building, school district, college or university, museum, archive, or library
- Work with humanities scholars

Application deadline: **April 15**

Awards of up to \$25,000 for periods of up to eighteen months

Exemplary Education Projects

- Join with scholars from schools, colleges and universities, and cultural organizations to promote an ongoing academic partnership
- Develop print or electronic educational materials with rich humanities content for national dissemination
- Prepare, implement, and evaluate curricula that represent models of excellent scholarship and address central issues of teaching and learning
- Share information on exemplary projects in humanities education through national conferences, workshops, and networks

Application deadline: **October 15**

Awards of up to \$250,000 for periods of up to three years.

Schools for a New Millennium Grants

- Engage the critical mass of educators in an elementary, middle, or high school in a sustained study of core subjects, including history/social studies, English language arts, civics, and foreign languages in collaboration with local professors
- Help teachers explore innovative uses of technology to enrich their own and their students' knowledge and understanding of significant humanities topics and texts
- Implement a school-wide plan of professional development that links new knowledge of content and pedagogy in ways that transform the curriculum and eventually reach every student in the school

- Enlist the support and active collaboration of the wider community—colleges, libraries, museums, parents, and local businesses—in these reform activities
- Support schools that will serve as national models of excellence in humanities teaching and learning, especially through the innovative uses of technology in instruction.

Application deadline: **October 1**

Awards of up to \$100,000 for periods of up to two years

For more information about these grant opportunities, or if you have ideas about developing a project please write or call: Division of Education Programs, Room 302, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; Tel: (202) 606-8500; fax: (202) 606-8394; e-mail: [education@neh.gov]; TDD (for hearing impaired only) (202) 606-8282.

Guidelines and application forms may be retrieved from the NEH Web site at [www.neh.gov] (under Apply for a Grant).

NEW PUBLISHER FOR JOURNAL

Wilfrid Laurier University Press (WLUP) is now publishing *TOPIA: Canadian Journal of Cultural Studies*, beginning with #9, Spring 2003. The new issue will be available by subscription through WLUP. You can view the issue and meet the editorial board at [www.yorku.ca/topia/]. For subscription forms and information please go to [www.yorku.ca/topia/].

TOPIA is planning a theme issue on technology and culture for Spring 2004. A Call for Papers is posted on the *TOPIA* Web site. Future theme issues include Muslim identities; South Asian cultural studies; cultural studies and disability; and cultural studies, gender and the environment.

Barbara Godard continues her outstanding work as book review editor. To offer reviews or notify her of current publications please contact her at [bgodard@yorku.ca]. For editorial inquiries or to discuss submissions please write [topia@yorku.ca]. We consider the ever-increasing flow of manuscripts and queries a gratifying confirmation of the journal's success in stimulating critical, interdisciplinary scholarship on culture.

INTERNATIONALIZING TEACHER EDUCATION: WHAT CAN BE DONE?

A Research Report on the Undergraduate Training of Secondary School Teachers Summary for JNCL

Nearly three years ago, with a Title VI research grant, the researcher undertook *A Study of the Prospects for Internationalizing Teacher Education*. The project was inspired by earlier experience as a Department of Education program officer, by an evaluation of the long term impact of the Title VI undergraduate international studies program,¹ and by press attention to the shortcomings of teacher preparation. Although several organizations have published policy papers urging more international perspectives in teacher education (AACTE,² ACE, AASCU, AAU, CCSSO, and others³), the problems and possible solutions did not seem to have been addressed in a practical way.

This study focused on the training of secondary school teachers. Data were collected in open-ended but structured interviews with 174 people or groups—deans, faculty, student advisors, students, and a variety of senior administrators—at 24 institutions, of which five are private, two are liberal arts colleges, ten are comprehensive universities (with strong histories of teacher education), twelve are research universities, one is an HBCU, and at least two are Hispanic-serving. In addition, 65 current teachers were interviewed or completed the interview protocol as a questionnaire. My advisors—from academia and from the practical world of the teacher—helped with formulation of the interview protocols and have reviewed the findings and recommendations.

Although the research was essentially exploratory, the findings do point to recommendations that could improve the preparation of effective teachers in our increasingly interconnected world. They touch on curriculum and certification issues, foreign language study, programs for study and internships abroad, faculty resources, the roles of offices of international programs, funding sources, and—most important—advising.

Issues related to the teacher education curriculum have seemed both confusing and fast-changing. Most of the education student's course work is in fact in the Arts and Sciences, because, in addition to a subject area major, students planning to be teachers, like most undergraduates, take a large number of general education courses. This, of course, includes students planning to be foreign language teachers.

Indeed, an important subject in the interviews was foreign language instruction and requirements. Very few of the Education programs that were visited have a foreign language requirement for stu-

dents planning to be secondary school teachers, in contrast to the requirements for Arts and Sciences undergraduates in most of these institutions. Indeed, a large proportion of the Education students interviewed were disappointed, even angry, that they had not been able to gain more foreign language proficiency as undergraduates. Furthermore, 84% of the current teachers felt that their preparation should have included foreign language study. It became quite clear that the issue of foreign language requirements in teacher training should be revisited.

About half of the Education deans with whom the question was discussed told me that they too would like to have a foreign language requirement for their students. Why has it not happened? Mostly, it was said, because students in teacher training programs have very crowded curricula. Also, interviewees commented, foreign language departments do not have the resources (faculty or, sometimes, interest). Post-secondary institutions and outside funders need to give much more attention to finding solutions to the problems dogging the foreign language instruction field and should take steps to require foreign language training for all prospective teachers.

A related topic was study abroad, which could be an important cross-cultural experience for the prospective teacher, yet current study abroad participation rates for Education students seem to be close to zero on most campuses. Several interviewees noted the importance of overseas experience, particularly for those in training to be the foreign language teachers.

Another research finding was related to the potential role of student advising in the internationalization process. For this study, more than 80% of those who were asked said that student advising needs improvement with respect to international opportunities and needs for prospective teachers. Several interviewees commented that more sophisticated advising could enable prospective teachers to have more foreign language training as undergraduates. Serious foreign language instruction is offered on most of the campuses in my survey. To get it (and other internationally-oriented courses) into the training of teachers, the report recommends that the various advisors impacting students' first two undergraduate years have additional information and training not only about student opportunities for international exposure, but also that advisors be imbued, through special training programs, with the

importance of learning about the wider world in the preparation of students for their eventual roles as teachers.

Another category of advising that my research found to be lacking is career preparation. How many students in Arts and Sciences are aware that teaching might be a rewarding career? Of the current teachers who were surveyed, nearly half felt that more attention should have been given to their career advising and preparation; many who were Arts and Sciences majors reported no exposure to the possibilities of a teaching career when they were undergraduates.

The report's recommendations are directed to state governments, accrediting agencies, professional associations, institutions of higher education generally, schools, colleges, and departments of Education, future researchers, and outside funders.

The full report, with attachments such as the interview protocols, is available in hard copy or electronically, on request from the author.

Ann Imlah Schneider
[aimlahs@aol.com]

¹Ann I. Schneider and Barbara B. Burn, *Federal Funding for International Studies: Does It Help? Does It Matter? A Study of the Long-Term Impacts of Federal Funding on International Studies and Foreign Language Programs* (Amherst, MA: International Programs Office, University of Massachusetts, 1999).

²American Association of Colleges for Teacher Education, *Guidelines for International Teacher Education* (Washington, DC: American Association of Colleges for Teacher Education, 1989).

³American Council on Education. *To Touch the Future: Transforming the Ways Teachers Are Taught* (Washington, DC: American Council on Education, 1999) and Council of Chief State School Officers, "International Dimensions of Education: Position Paper and Recommendations for Action," CCSSO Web site [www.ccsso.org/intlpol.html] accessed October 1999.



AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order must accompany orders. Pictures of some items are available on the AATF Web site: [<http://www.frenchteachers.org>]. 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.

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

PROMOTION OF FRENCH

NEW! *Video: Tant qu'elle vit, elle chante* presents the music videos of Carole Fredericks. Includes 6 music videos featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying activities and guide. \$40.00 (members)/\$45.00 (nonmembers)

*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)

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. (Currently out of stock)

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

1. Newly revised *Why French FLES**?
2. *French by the Numbers* highlights with facts and figures the importance of French in the world.
3. *French is Not a "Foreign" Language* illustrates the close connections between English and French.

4. *Why Learn French?* Highlights business and career reasons to study French.

5. *Top 10 Reasons to Learn French*.

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

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

TEACHING VIDEOS

Reflets français, a 58-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (non-members).

MEDALS AND AWARDS

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

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

75th Anniversary AATF pin. Each \$4.00.

OTHER MATERIALS

NEW! *Martinique: L'île aux fleurs* T-shirt, white with outline of island on front. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

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

T-shirt: Le Français change mais ne vieillit pas; white with blue lettering. Specify size (XL, XXL only). \$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, or Paris) \$6.00. Specify choice.

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.

NEW! *Un Calendrier perpétuel*. Newly revised and expanded 104-page *calendrier* highlights significant events in French and Francophone history as well as birthdates of famous individuals from all walks of life in the Francophone world. Resource list of Web sites and bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-members)

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. \$6.00 for the first copy; \$1.50 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 cœur de l'Amérique." Black nylon with handles. \$10.00 (while supplies last).

AATF 75th Anniversary Tote Bag. White canvas with red/blue anniversary logo. \$8.00 (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 5/31/04.

FRENCH: THE MOST PRACTICAL FOREIGN LANGUAGE

While any language will be useful for some jobs or for some regions, French is the only foreign language that can be useful throughout the world as well as in the U.S. French as a foreign language is the second most frequently taught language in the world after English. The International Organization of Francophonie has 51 member states and governments. Of these, 28 countries have French as an official language. French is the only language other than English spoken on five continents. French and English are the only two global languages.

When deciding on a foreign language for work or school, consider that French is the language that will give you the most choices later on in your studies or your career.

French, along with English, is the official working language of

- the United Nations
- UNESCO
- NATO
- Organization for Economic Cooperation and Development (OECD)
- the International Labor Bureau
- the International Olympic Committee
- the 31-member Council of Europe
- the European Community
- the Universal Postal Union
- the International Red Cross
- Union of International Associations (UIA)

French is the dominant working language at

- the European Court of Justice
- the European Tribunal of First Instance
- the European Court of Auditors in Luxembourg.
- the Press Room at the European Commission in Brussels, Belgium

One example of the importance of French can be seen in a recent listing of international jobs (5/13/03) distributed by the U.S. State Department: 185 required or preferred French, 124 a UN language (Arabic, Chinese, English, French, Russian, and Spanish), 39 Spanish, 19 Arabic, 10 Russian, 6 Portuguese, 5 German, 5 Chinese.

Of the various types of professional positions for which international organizations recruit, five required French, two Spanish, one Portuguese, and one Arabic, according to the fact sheet released by the UN Employment Information and Assistance Unit Bureau of International Organization Affairs, U.S. Department of State, December 1, 2000.

The Economics of French and France

- In 2000, the U.S. exported more to

countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the U.S.

- French is the foreign language spoken by our largest trading partner (Canada).
- The province of Quebec alone is the fifth largest trading partner of the U.S. with over \$104 billion in trade in 2000.
- Between 1995 and 2001 exports from the U.S. to France increased by 57%; imports from France went up 72%.
- The U.S. and France share many trade similarities, particularly their global standing as the world's top two exporters in three very important sectors: defense products, agricultural goods, and services. Franco-American trade is also remarkable for its symmetry, as six of the top ten exports are the same each way.
- France has the fourth largest economy in the world after the U.S., Japan, and Germany.
- France is the second largest exporter of agricultural products in the world after the U.S.
- In recent years, the U.S. has been the largest direct investor in France, and France has been one of the three largest investors in the U.S.
- France is the fourth largest destination of foreign investments in the world.
- French companies employ approximately 650,000 Americans. Among foreign countries doing business in the U.S., France employs the third largest number of Americans.
- French is one of the languages spoken in the U.S.: 1.9 million Americans speak French in the home. (2000 U.S. Census)
- Overall, the French export more per capita than the Japanese and more than twice as much as the Americans. France is overall, the fourth largest exporting nation of the world.
- France is the world's leader in the production of luxury goods.
- More tourists visit France than any other country in the world.

Science and Technology

- Seven of France's top ten exports to the U.S. are industrial or high technology products.
- France is the fourth largest producer of automobiles in the world (Renault, Peugeot, Citroën) and the third

largest exporter. (All Mack trucks are manufactured by Renault.)

- France is fourth in research among countries of the Organization for Economic Development and Cooperation (after Japan, Germany, and the U.S.).
- France is a major world research center in the field of high energy physics.
- The French are a world leader in medical research: the AIDS virus was first isolated by French doctors.
- The French are a leader in medical genetics (the Human Genome Project is located in Paris).
- The French are the world's third manufacturers of electronics equipment.
- The French are European leaders in aerospace (Aérospatiale, Ariane-space, Airbus).
- Most commercial satellites are put into space on French Ariane rockets.
- The fastest train (TGV) is French.
- The fastest commercial airplane (Concorde) was French (built in collaboration with British Aerospace).
- France is the world's third military power (after the U.S. and Russia) and has the world's second largest defense industry (ie. Exocet missiles, radar technology.)
- France is the world's second largest builder and exporter of civilian and military aircraft and helicopters (Airbus is the world's second largest fleet of commercial airliners, and many of the U.S. Coast Guard helicopters are made by Aérospatiale in Toulouse.)
- France has one of the most advanced systems of telecommunications in the world. Fiber optics were invented in France.
- France is the world's largest manufacturer of television sets (HDTV was invented in France).

Importance of French in school and work

Historically France and the French language have had an enormous influence over American society. France was the U.S.' first ally. French thought played a dominant role among the founders of the U.S. in the 18th century, and it continues to shape America today through the influence of such intellectual currents as post-structuralism and post-modernism. In the humanities and the social sciences, many of the most important writings have come from France. Students and researchers who know French have access to these works for several years before they are

translated into English. Many significant works are never translated and remain accessible only to those who know the language. In addition, most graduate schools require knowledge of at least one foreign language, and French remains the most commonly used language after English.

When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimal amount of requirements necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. High school students should consider studying at least four years of a foreign language, College students should seek to earn a minor in French or have French as a primary or secondary major. With French they have access to the most widely spoken foreign language in the world after English, and they become familiar with a culture that significantly influences our own. The French economy is one of the strongest in the world and is increasingly a leader in technological innovation. In sum, French is the language of the future.

Please visit the Web version of this article at [www.fll.vt.edu/french/whyfrench.html], as this information is updated frequently.

Richard Shryock
Virginia Polytechnic Institute and
State University

Note: Information for this article comes from a variety of sources including "U.S. Government Country Commercial Guide FY 2002: France," Info-France USA, The Importance of the French Language/L'Importance de la langue française by Alvord G. Branan, Co-Director, Center for International Business Education and Research San Diego State University, and Bernard Moreau, *Attaché Linguistique, Consulat général de France*, San Francisco, CA. Special thanks to Dr. Eric DuPlessis of Radford University who also contributed information.

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, Outstanding Senior in French and Outstanding Teacher Awards [<http://www.frenchteachers.org>].

THE MARIONETTE SHOW: *LES MISÉRABLES*

For several years I tried to find a good project for French 3-4 students, the kind of project that excites all my students and is still relevant. Of course, I tried all the usual projects—the imaginary trip to France, posters, models, plays etc. The idea of the marionette show seemed like something the class could do, and I was ready to try anything new and different.

In the fall of 2001 the class had just finished reading *Cyrano de Bergerac* in the *Rouge* textbook and tried the *Cyrano* play in the *Activités*. *Cyrano* was the students' choice for the marionette show. My class of seven students chose a character, recorded a script, then set off to the home economics room to make our marionettes. The marionettes consisted of styrofoam balls for the head, torso, hips, hands, and feet which were held together with thin nylon rope and suspended with fishing line to plastic pipe. Clay was stretched over the head so that features could be formed. Shaky eyes, yarn hair, and makeup created a nice look. By far, the hardest part was sewing up costumes with remnants of fabric with students who had never even sewn on a button! I grew up sewing doll clothes and then my own clothes, so thankfully I could handle any problem. We borrowed the puppet theater from the preschool class, making some adjustments for marionettes. With only one rehearsal, we sent out an open invitation to all classes at the high school. So many classes signed up that we had to perform the play four times. It was a success!

When school started the next fall the marionette show was the one thing I really looked forward to. I was lucky enough to get an AATF Small Grant for a proper marionette theater so any play seemed possible. The puppet theater we borrowed last year was too small, too short, and too narrow. We needed a stage wide enough for several marionettes and props to be seen and wide enough for several students to stand in the background and have room to work the marionettes. The Building Trades class agreed to make a theater for us which is exactly what our administration encourages—departments working together. The theater turned out perfectly! *Les Misérables* was chosen for the show. I had 12 students this year and needed more character parts.



We started the same way—editing a script to 20-30 minutes, recording it. Styrofoam balls, nylon rope, clay, yarn, shaky eyes, and fishing line were passed out along with a box in which to keep each "little person." The students began forming their characters while singing the "marionette songs" from *Pinocchio* and the *Sound of Music*. Jean Valjean had to be a little bigger than the rest, and

Gavroche had to be more child size. As soon as the bodies were complete, we headed for the sewing machines in the home economics room. Each costume had to be designed and cut individually, unlike the ones from last year which all turned out looking like Musketeers except for Roxanne and the lady escort. Each lady in *Les Misérables* had to have a different style and fabric for her dress, and the male characters needed different shirts and hats as well as swords and guns. It took about four days to finish the clothes and accessories at a cost of under \$50. Improvements were made in the handling of the figures by using three paint stir sticks to hang the strings instead of plastic pipe. While we made the marionettes and prepared for the show, I talked about the French Revolution and the impact it had on the French people. The time spent making the clothes is not wasted time taken from learning French; it is time spent learning life skills and encouraging creativity in the design process. It is also time spent talking one on one in a relaxed work environment that is sometimes hard to do in normal classroom settings.

With the theater completed, marionettes finished, and script recorded, all we needed to do was send out invitations to other classes. So many classes signed up to see the show that we had to perform it six times. One student volunteered to make programs—something I had not thought about. Again, a success! We heard so many nice compliments, and even more exciting was having students and teachers ask what play we are going to do next year! For several days, the compliments kept coming our way! My favorite comment was: "I thought you would just do something simple like the 'Three Bears.'" I can't believe you did *Les Misérables!*" Well, after all, this is FRENCH 3!

Judy Beckes
Robinson High School (IL)

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



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

	Quantity	Total
Bumper Stickers: National French Week: November 5-11 [2 for \$1; 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 5 au 11 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [1-25 @ 65 cents each; more than 25 @ 50 cents each]	_____	_____
Balloons: National French Week: La Semaine du Français [8 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (represents a 20% savings)	_____	_____
Invitations: Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes]	_____	_____
Posters: Copies of the 2003-2004 promotional poster included in this issue are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @\$1.50 each.	_____	_____
T-shirts (blue with white 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: [www.frenchteachers.org/].

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

Information is available from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347, e-mail: [hktk0718@louisiana.edu] or from the AATF Web site at [www.frenchteachers.org/].

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 [www-rohan.sdsu.edu/dept/ciber/frost.html].

SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

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

In French or English!

**[www.frenchteachers.org/
general/self/](http://www.frenchteachers.org/general/self/)**

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 PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 38. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*

_____ 25 copies of the *Why French FLES?* flyer (optional at no extra cost; check if you would like to receive them)

- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)

_____ *Le Français m'ouvre le monde*

_____ *Forward with French*

_____ *Forward with FLES**

- one AATF guide or FLES* report (Please indicate your choice; select only one.)

_____ *Calendrier perpétuel*

_____ *Travel Guide*

_____ FLES* report (See page 38 for descriptions and titles; specify by year.)

- promotional items (Select only one.)

_____ 25 *Le Français en Amérique du Nord* notepads

_____ 25 *On est les meilleurs!* buttons

_____ 25 *Forward with French* pens

Total (\$50 per kit): _____

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

Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;

Fax: (618) 453-5733.

Name : _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

ON THE IMPORTANCE OF STUDYING OTHER LANGUAGES*

I would like to begin this talk with a story that dates back to the days when I was about the age most of you honor society inductees are right now. It occurred when I was a Rotary exchange student in Belgium, and it was the moment when I discovered the incredible power involved in learning another language.

Belgium is a bilingual country, much like Canada, only the two major languages spoken are French and Flemish. Although I was located in the northern, Flemish part of the country, I was placed with French-speaking families and attended a French school, as my hosts felt that French would be a more useful language for me to learn. However, I was eager to learn enough Flemish to get along on the street—to ask directions, buy stamps at the post office, buy a ticket at the train station. I also found Flemish to be a charming and intriguing language in itself. So, while I was learning French at school and at home, I was also picking up as much Flemish as I could on my own.

Every week I was called on to give a speech to a different Rotary Club, since Rotary International was my sponsor. At first, I gave the speech in English, and then, as my French grew stronger, I began to give it in French. At the very first speech I was to give, in my own sponsoring club district, however, I decided that I wanted to also include a few words in Flemish. I knew that the Rotary meetings there were conducted in Flemish, and I felt it would be a gesture of goodwill. So I sat down one night with a Flemish dictionary and a pencil and paper and asked my Belgian brother to help me compose an introductory paragraph. My brother laughed at the idea of an American speaking Flemish. “When will you ever use that language again?” he wanted to know. But I was persistent, and in the end, he helped me put together and rehearse a few sentences.

When I stood up to speak after lunch at a local restaurant, I was quite nervous, but I grasped the podium with both hands and plunged ahead. After several sentences, I sensed a commotion in the room, but I was too nervous to pause. Finally, at the end of my introduction, I looked up, and I was amazed to see that everyone was on his feet, applauding. A standing ovation! And then Mr. Matthijs, the President of the club, rushed to the podium to shake my hand, and I saw that tears were literally running down his face, and there were tears in the eyes of several other Rotarians, as well.

I was absolutely astonished! Here I was, a seventeen-year-old girl, barely arrived in this country, and, simply by learning a few

words of a new language, I had brought grown businessmen to tears. And they were equally astonished—and very grateful! Here was an American who had cared enough about their little country, about their language, to bother to learn to speak a few words, even though she could have simply delivered her speech in English. Clearly, the respect and admiration we felt was mutual.

And this is when I discovered the incredible power of language to bridge cultural differences and bind people to one another. Yes, it is true that you can get along in life without speaking another language. Yes, it is true, as everyone says, that “they”—whoever they may be—usually understand English anyway. Yes, it is true that “they” do not really expect you to learn their language. However, knowing another language makes a huge difference. It goes far beyond mere communication. For one thing, people are enormously appreciative of the fact that you cared enough about them, about their culture, about their country, to take the trouble to learn to speak their language, however imperfectly. Even though they may speak very good English, people are naturally attached to their native language, because language is the heart and soul of a culture. Language is the means by which people frame their thoughts and express their own unique ways of thinking, feeling, and seeing the world. The whole life of a culture—its music, poetry, theater, art, literature—are all wrapped up in its language. We cannot truly know and understand another culture in without studying its language.

As you students of language go out into the world, you will discover there are many opportunities for language learners. First of all, there will be chances to study a second or perhaps a third language. Perhaps you will decide to take Japanese in college or Italian or German or Arabic. Perhaps you will decide to pursue the study of French at more advanced levels. If so, you will discover many opportunities for study and travel abroad, through semester abroad programs, internships, and cultural exchanges. You will have the opportunities to form lifelong friendships. On the practical side, you will discover that language learners have many career opportunities, both overseas and here at home. In the past few years in particular we have discovered the urgent need for speakers of languages such as Korean and Arabic. In the future, knowledge of other languages may be necessary for our very safety and survival, and speakers of other languages will be valued accord-

ingly.

Most importantly, language learners will have the opportunity to experience life in all its richness and diversity. Since I am a French teacher, I am delighted that so many of you are proficient in that language—the language of Baudelaire and Balzac, of Molière and Rousseau and Voltaire, the language of great thinkers and playwrights and artists and philosophers.

However, I am going to tell you something that will surprise you. As much as I love the French language, it is not the most important thing you have to learn. I think about this when I find myself standing at a chalkboard at 8 a.m. on a snowy Monday morning struggling to teach French verb conjugations to a class of restless 12 year olds. “What on earth am I doing here, and why does it matter?” are questions asked on occasion by the best of us. Then I remind myself that verb conjugations are not the most important lesson I have to teach my students. No, the most important thing we language teachers have to teach our students is to understand, appreciate, and respect individual differences.

I hope you will all find a way to go on with your foreign language study and the study of French in particular. Even if you do not, even if you never leave the U.S., even if you spend your life working in an unrelated field, the study of a foreign language will have served a very important purpose in your life. It will have opened your hearts and minds to other ways of seeing, feeling, and thinking. It will have made you sympathetic to other people’s way of life and point of view, and understanding of their differences. It will have taught you to put yourself in the other person’s place, to walk in his shoes. This is a very important skill in this troubled world.

Therefore, we are enormously proud of you as we celebrate your accomplishments. We are proud, not only of your accomplishments, which are considerable. We are also proud because you will be the ones who will notice when a stranger walks into the room, a little hesitant and shy and out of place, and you will be the ones to walk over and speak to that person and make him or her feel comfortable. You will be the ones to reach out and befriend the individual who is “different”—the one with a different language, or culture, or race, or religion, or physical appearance, and give yourself a chance to get to know and appreciate that person. You will be the one who will speak up when you hear another person or group denigrated simply because they are different. You will be the

ones to defend their right to be different and to argue in favor of tolerance and understanding. This is the most important reason for what we do—for this wonderful enterprise of learning which we have entered into together.

Right now the world is going through a time of tremendous crisis caused in part by the fact that whole populations and cultures fail to really know or understand each other. There is an enormous amount of fear and suspicion, of alienation and anger and real danger in the world today. It is a tense, confusing time, and it is difficult to know which of several sides is right or how it will turn out. Whatever happens, I do know this: in the long run, if we are ever to resolve these crises and live in safety and peace, there will have to be more contact between the peoples of the world, not less. There will have to be more communication on both sides, more student exchanges, more teacher exchanges, more cultural exchanges and sister city programs, more professional conferences, more trade, and more effort by good-hearted people everywhere to improve communication and understanding. This is the enormous challenge that you will face when you go out into the world. It may be hard for you to believe now, but one day, the world and all its problems will be in your hands. Looking at all of your bright, eager, capable faces, I am reassured. You have been very well-prepared by your teachers and parents and mentors, and you will be up to the challenge.

Marcia Johnson (NY)

*Keynote speech delivered at the charter induction ceremony of the Général Marquis de Lafayette Chapter, *Société honoraire de français*, South Glens Falls Senior High School (NY), February 2003.

PROJET D'APPARIEMENT MARTINIQUE-GUADELOUPE- FLORIDE 2003-2004

Les Services culturels français à Miami et à Washington, avec la collaboration du chapitre de l'AATF en Floride, ont lancé un projet d'appariement entre l'état de Floride et les Académies de Guadeloupe et Martinique.

Il s'agit de mettre en contact des écoles américaines de Floride et des écoles françaises de Guadeloupe et Martinique pour établir des liens entre les classes, créer des correspondances écrites (courriel ou courrier), créer des projets pédagogiques interculturels à l'initiative des professeurs afin de stimuler des échanges culturels, de mieux connaître les deux cultures, d'échanger des informations, de créer des journaux et de discuter des thèmes d'actualité.

Outre l'intérêt pédagogique et linguistique, ces échanges offriront un grand intérêt humain: l'ouverture à l'autre et l'éducation de la tolérance. Et aujourd'hui plus que jamais, ils contribueront à renforcer l'amitié franco-américaine.

Jusqu'à présent vingt-trois écoles floridiennes (*elementary, middle school et high school*) ont été appariées avec des écoles en Guadeloupe et Martinique. Il y en a encore dix-sept qui veulent s'associer à ce projet et qui seront jumellées en septembre avec d'autres écoles en Guadeloupe et Martinique, avec un total de quatre-vingt écoles qui attendent avec impatience le mois de septembre pour commencer à travailler ensemble.

Teresita Bertot
Présidente, AATF Floride

AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau. 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 [www.frenchteachers.org].

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

The job list subscription is \$15 per year. Dossier service is also \$15 for 10 mailings (additional mailings are \$1.75 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].

UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Atlanta (July 19-23, 2004)
- Quebec (July 7-10, 2005)
- Milwaukee (2006)
- Baton Rouge (2007)
- Belgium (2008)

THE FRENCH REVIEW WELCOMES ARTICLES FOR SPECIAL ISSUE ON FRENCH-SPEAKING CANADA

The *French Review* is pleased to announce a special issue devoted to the literature, culture, and pedagogy of French-speaking Canada. This volume will be in honor of the AATF meeting to be held in July 2005 in Quebec City. 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, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717 will be **August 1, 2004**. Only submissions from current AATF members will be accepted.



NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS

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VOYAGE DANS L'AU-DELÀ!

Comme tant d'autres professeurs de français, je pèse fréquemment les avantages de séjours de lycéens américains en France contre les lourdes responsabilités et les risques que cela comporte. Malgré les obstacles imprévus et les incidents inévitables, l'enthousiasme qu'engendrent ces séjours parmi mes lycéens l'a toujours emporté sur les inconvénients. Au cours d'une carrière de trois décennies, j'ai exploré toutes sortes d'avenues: séjours en famille avec cours et excursions de part et d'autre de l'Atlantique ainsi que voyages touristiques organisés par des associations. En août 2002, après avoir visité le FIAP Jean Monnet (résidence à Paris gérée par une association à but non-lucratif), j'ai décidé d'organiser un séjour touristique et culturel pour un groupe de mes élèves au printemps 2003. Dès la rentrée des classes, j'ai donc proposé à mes élèves un programme qui comportait principalement des visites de musées, des promenades à Paris, à Versailles et à Giverny pour une somme modique. En une semaine, j'avais les formulaires dûment remplis et accompagnés d'un chèque de la part de vingt élèves et cinq professeurs de mon lycée. Étant donné que la direction de mon lycée venait de me refuser un séjour tout frais payés avec deux de mes élèves au Québec, j'avais décidé d'assumer moi-même la responsabilité envers les élèves pour le voyage à Paris, tout en exigeant une «décharge» de la part des familles.

Même l'horreur des événements du 11 septembre ne purent longtemps ébranler l'intensité de la joie des participants au cours des mois de préparation au voyage. Puis se déclencha et se précipita la suite d'événements que vous connaissez: l'annonce de la guerre «à la une», jour après jour, puis la prise de position de Jacques Chirac contre la guerre et la montée du sentiment anti-français. Notre départ pour Paris étant prévu pour le 27 mars et devenant moi-même un peu nerveuse, je contactai mes amis français et américains à Paris. Après avoir fait le point, je décidai que nous ne serions pas plus en danger à Paris qu'à Miami. À notre réunion du 22 mars, j'expliquai mon point de vue sans toutefois chercher à convaincre qui que ce soit à agir contre leurs propres convictions. J'avais déjà pris le parti qu'il faudrait que les accompagnateurs soient plus vigilants que d'habitude et les élèves plus discrets que jamais. Il fallut que je m'explique une dernière fois au directeur de mon lycée trois jours avant mon départ.

Je suis finalement partie à Paris avec un groupe presque complet (trois élèves avaient annulé). Après plusieurs heures

d'horribles turbulences au départ de Miami et au fur et à mesure que l'on s'approchait de la France, le morale a repris le dessus, et nous avons atterri à Roissy sous un ciel bleu et paisible. J'ai trouvé inattendu, mais de très bon augure, le sourire et le bonjour jovial du jeune douanier qui vérifiait les passeports américains de mes protégés. Heureusement, tout le séjour s'est passé de cette manière. Des employés de musée aux garçons de café, tous se montraient très courtois, j'oserais même dire plus courtois que d'habitude. En tout cas, mes élèves ainsi que mes collègues ont pu profiter des trésors culturels de Paris et de ses environs dans une atmosphère détendue et amicale. À l'exception des longues marches et attentes dues à une grève d'employés de métro lors de notre dernière journée à Paris, expérience typiquement française, de toute façon à ne pas manquer, ce séjour ne laissera que de bons souvenirs dans la mémoire de tous. Dès notre retour, les requêtes se multipliaient pour un éventuel séjour au printemps 2004. D'autre part, mon groupe d'élèves et de professeurs sont actuellement les meilleurs ambassadeurs de la France, ne se lassant guère de vanter la beauté et la richesse artistique et culturelle de Paris ni l'attitude avenante des Parisiens envers eux. Mission accomplie!

Éliane Kurbegov
Vice-présidente de l'AATF

SPECIAL NOTICE

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

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The American Council on the Teaching of Foreign Languages (ACTFL) and co-sponsoring organizations proclaim 2005 the **Year of Languages in the United States**.

Its primary objectives are as follows:

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world teachers, teachers of international and global education, Native American educators, TESOL teachers in the U.S., heritage language groups and educators, museums and museum educators, The United Nations, U.S. representatives to the United Nations, special ties to UNESCO and the European Union, educators in the Western Hemisphere, Ministries of Education in the Western Hemisphere, Foreign Embassies and Consulates in the U.S., U. S. embassies and consulates abroad, U.S. Department of State, U.S. Department of Education, the U. S. Congress, members of the Executive branch including the President, U.S. ethnic and immigrant groups and social clubs, other.

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 8 for information concerning the 3-for-1 offer for a year's free membership.

FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-1998) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent 5 years. Readers can explore the rich tradition of the journals, including past reviews and analysis of the Cannes Film Festival and the Avignon Theater Festival, and twenty-five years of "La Vie des mots." For a list of institutions who participate in J-STOR, please visit [http://www.jstor.org/about/participants_na.html].

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals and to increase access to those journals as widely as possible. Information regarding J-STOR is available at [www.jstor.org].

CELEBRATE NATIONAL FRENCH WEEK



NOVEMBER 5-11, 2003



MONTREAL ONE YEAR LATER

During the summer of 2002, I was the fortunate recipient of the AATF summer scholarship to the University of Montreal. I was delighted to have been selected for one of my choices in Canada, due to a very personal reason. My Texas-Louisiana ancestors had originated from Montreal in the 17th century. Upon looking at the summer school schedule for the University of Montreal, I became even more enthusiastic. I was attracted to a course offered the second session entitled "Société contemporaine québécoise." The other choices were a course in business French and French language and conversation courses offered in the *École de français* summer session. If I had selected this course, I would have been tested for my level of understanding and placed accordingly. I have no regrets with my selection, although any and all would have been great.

The quality of instruction and the content of the course that I selected were unparalleled. My teacher, Magali Deleuze was from France, and as a result of doing her research for her dissertation for a Ph.D. in history on the history of Québec, she stayed permanently in this province. The course involved Quebec from the 1960s to the present: the political and social issues, the art, architecture, design, music, and, of course, the literature. My professor was very *branchée* from the point of view of technology in the classroom. One of the highlights was her guest speaker on Amerindian affairs who has lived among the Amerindian people and has authored a book on his experiences. Coincidentally, he and his wife winter on Lake Livingston, just an hour from my home in Houston, and bordering the Alabama-Coushatta Reservation in my state.

Most of my classmates were native Montrealers, hoping to get some college credit by taking a summer course in a subject matter and in a language that to them would have been somewhat easy and perhaps repetitive, or otherwise put, "an easy A." Most of my classmates left class for their families, their other school courses, or their jobs. Very few went back to the dormitory as I did, yet there were a few who did, and over the course of the

three weeks, I was able to make friends with these people and with the other dorm residents who were in the French language classes. These students enrolled in the *École de français* were all from different foreign countries or from the Anglophone provinces of Canada.

There were hundreds of young Canadians from the English-speaking provinces there to learn French, as it is one of the two

most "hip" neighborhood on the continent according to the *Hipsters Guide*), little Italy, the *levée* area, *vieux Montréal*, the Oratory, the Botanical Gardens, and the Biosphere. I also took a bus tour of Ottawa with the group. I saw a free dance show at the amphitheater in the park. I got to attend the Francolies music fest with the group as well as go to an exciting night club called the Deux Pierrots. It was memorable to say the least. Yes, in Quebec, people actually go out to clubs and sing along with some of the old favorites that our French students sing in class. These were just a few of the tours offered. As far as workshops, I attended a session on *Québécois* dance (which seemed an awful lot like square dancing to me), *Québécois* songs, and finally *Québécois* slang. The *animateurs/animateuses* were knowledgeable and extremely cordial.

Another thing about the scholarship is that it offered enrollment in the athletic center which was facing my dorm. All of the *École de français* students were able to take free classes in power yoga, jazzercise, water aerobics, and other such courses, as well as do lap swimming in the pool that I so vividly remember from the 1976 Olympics.

My elder daughter and son-in-law, both pediatricians, were able to attend a convention sponsored by the American Association of Pediatrics: Emergency Medicine, which took place in Montreal. While I attended class and field trips in the mornings and afternoons, they attended conference meetings. The three of us virtually ate our way through Montreal each evening. It was such a time of discovery for all of us. Montreal has such wonderful summer weather, conducive to the outdoors and outdoor dining, and unlike Houston, is such a walking and strolling society. My family had fallen in love with this city, and I was a part of this exuberance.

My motto is the title of a song I learned, "Je reviens à Montréal," a certainty in my case. I would like to thank the AATF, the *Université de Montréal*, and the governments of Canada and the province of Quebec, for allowing me this wonderful opportunity to discover the culture and practice the language of *la Belle Province*.

Diane M. Nizza
Houston, TX



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official languages. Furthermore, they were sponsored by their government. These students, although carefully selected for this scholarship on the seriousness of their intent to learn French, certainly did their share of discovering Montreal through nightly clubbing, at first on the French side, then gradually making the transition to the English side of town. I thought of my own younger daughter and how much fun she would have here for a session while learning the language and the culture.

Because I was the *boursière*, I was entitled to be a part of the *École de français* also. This involved being invited to receptions and get-togethers, as well as being able to participate in a vast array of field trips and afternoon workshops. I signed up for various walking tours taking me all over Montreal: the Plateau (the fifth

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



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Watch for updates on our Web site:
<http://www.2004Atlanta.org>



Le français, le défi de la diversité

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 [www.frenchteachers.org/] 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 _____

LETTRE PÉDAGOGIQUE CAVILAM/TV5 N° 50, AOÛT 2003

Magazine «La ruée vers l'air»: au cœur de la Bretagne, le pays de Brocéliande...

Vérifiez les jours pour les horaires sur le site [<http://www.TV5.org>].

Les Bretons disent qu'on ne visite pas la forêt de Brocéliande....On s'y perd, on y rêve, on y rencontre les fées, Merlin l'enchanteur et l'esprit du roi Arthur et de ses chevaliers de la table ronde... On peut y retrouver l'arbre de mille ans, le hêtre de Pontus et invoquer sa protection. Et puis, auprès de la fontaine de Barenton, on risque de croiser le farouche chevalier noir et on découvrira peut-être le reflet perdu de la fée Viviane dans le lac du château de Tréhorenteuc proche du Val sans Retour....

L'émission «La ruée vers l'air», diffusée par TV5, est consacrée à ce pays mystérieux de Brocéliande. Dans ce documentaire, géographie, histoire, témoignages, contes et légendes se mêlent pour créer l'envie de découvrir, l'envie de savoir, l'envie de partager....

La ruée vers l'air: La forêt de Brocéliande

Reportage réalisé par Gilles Cousin, présenté par Hélène Laurca

Chaîne d'origine: FR3 (Durée 30 minutes)

«La ruée vers l'air» est le magazine des «pays» de France. Dans chaque émission, Hélène Laurca et son équipe nous font découvrir une région à travers les yeux de quelques personnalités locales qui animent les lieux et les font aimer avec passion....

Une occasion de découvrir ou redécouvrir des régions avec des yeux qui donnent envie d'aller voir...

Née à Bourg-en-Bresse, Hélène Laurca fait ses études à Dijon où elle obtient un DEA de Lettres modernes. Elle suit ensuite une formation théâtrale et travaille sur les scènes parisiennes et provinciales de 1989 à 2002. En juin 2002, elle est choisie pour présenter l'émission «La ruée vers l'air» qui devient un très grand succès.

La ruée vers l'air: Le pays de Brocéliande

Séquences principales

1. Générique
2. Présentation du pays de Brocéliande par Hélène Laurca.
3. Pierre Dubois, 'elficologue,' raconte les elfes, les lutins, le merveilleux, le tombeau de Merlin, le château de Comper, le domaine de la fée Morgane, les cheveux des fées et l'arbre d'or...
4. Nuit de pleine lune, Bergamote nous fait voir l'endroit où naissent les fées.... Avec son pendule, elle aide à trouver l'énergie en se rapprochant de la nature. On s'arrête pour regarder l'arbre de mille ans, un hêtre toujours vivant... Les arbres seraient-ils des portes vers l'invisible?

5. Promenade avec Anne dans la forêt. Une fée a changé sa vie. Depuis qu'elle a lu «L'enchanteur» de René Barjavel, elle a compris que tout était écrit.... Aujourd'hui, elle a quitté sa vie d'avant et elle dresse des rapaces.... Même le mouchoir offert par son amoureux à 17 ans était déjà un présage....
6. Serait-ce une fée qui chante avec sa harpe? Ici, dans le pays de Brocéliande, le temps s'évanouit, la réalité et le merveilleux se fondent.
7. Une femme en rouge explique que depuis toujours les femmes sont étroitement liées aux plantes, à la nature. Les femmes sont savantes.... La sorcellerie existerait-elle encore?
8. Visite chez le tatoueur et entretien avec une cliente qui se fait graver pour la vie des images de personnages merveilleux sur la peau....
9. Redécouverte de jeux d'autrefois. Hélène joue et gagne. Réussira-t-elle à extraire Excalibur de son rocher?
10. Conclusion d'Hélène Laurca qui invite à venir visiter le pays de Brocéliande.
11. Générique de fin.

Suggestions pédagogiques

La série des documentaires «La ruée vers l'air», jeu de mots avec «la ruée vers l'or», peut servir de support de cours aussi bien pour un cours de langue que pour un cours en géographie, d'histoire ou de français langue maternelle ou langue seconde. De nombreuses activités proposées ici sont utilisables pour d'autres numéros de l'émission.

Publics

FLE (Français langue étrangère): Niveaux: élémentaire (é), intermédiaire (i), avancé (a)
FLS (Français langue seconde)
FLM (Français langue maternelle)
H (Histoire); G (Géographie)

À partir d'une séquence au choix

FLE (é,i,a), FLS, FLM, G

Choisir une séquence du documentaire et la visionner sans le son.

À deux, donnez le plus de renseignements possible sur le lieu, les paysages et les personnages.

Mise en commun.

Visionner la séquence avec le son.

À partir de cette séquence donnez au moins une information supplémentaire sur le lieu ou les personnages.

Visionner la séquence une deuxième fois avec le son.

Relevez le vocabulaire lié aux domaines suivants: les légendes; les personnages; le mystique ou le magique.

Comparez à deux vos résultats.

Puis mise en commun.

FLE (i,a), FLS, FLM, G

Production écrite :

Décrivez en quelques lignes ce que viennent chercher les visiteurs dans ce lieu.

Choisissez une légende de votre pays et racontez-la en français en quelques lignes.

Choisissez un lieu que vous aimez et décrivez-le en quelques lignes.

FLE (i,a), FLS, FLM, G, H

Pour aller plus loin:

En petits groupes, choisissez une région de France.

Cherchez sur Internet des informations sur cette région dans les domaines suivants:

+ Les caractéristiques géographiques: les paysages, le relief, le climat, les cours d'eau.

+ Des informations factuelles: la population, les grandes villes, les activités économiques dominantes.

+ Un épisode historique important ou déterminant de l'histoire de cette région.

+ Des caractéristiques culturelles: traditions, gastronomie, artistes originaires de la région.

+ Une légende.

FLE (é,i,a), FLS, FLM, G

Variante: En petits groupes, choisissez une région de France et préparez un itinéraire de visite dans cette région.

Déterminez à l'avance la durée du séjour et votre budget.

FLE (é,i,a), FLS, FLM, G

Variante: Préparez un itinéraire de visite dans votre région d'origine et trouvez les arguments pour convaincre un visiteur de choisir cette destination pour son prochain voyage.

Pour aller plus loin:

Sites sur la géographie:

[pse.ensg.ign.fr]: serveur éducatif dédié à l'information géographique avec cartes et lexique spécialisé.

[www.france.diplomatie.fr/france/fr]: site qui présente la France sous tous ses aspects.

[perso.wanadoo.fr/h-g/atlas/page1.html]: cartes géographiques vides

Sites sur l'histoire:

[histoire.geo.free.fr]: site portail pour les enseignants d'histoire et géographie.

[www.histoire.presse.fr/portail/carrefour/accueil.as]: le portail de l'histoire avec de très nombreux liens.

[www.histoire.fr]: le site de la chaîne de

télévision 'histoire' avec de nombreux dossiers.

[www.revues.org/vlib]: site entièrement consacré à l'histoire.

[histoire-image.org]: un site très original qui analyse des centaines d'images et illustrations historiques.

[www.arbre-celtique.com]: l'histoire des Celtes, des druides, etc.

[www.bretagne-celtic.com]: Bretagne, druidisme, légendes

Sites sur la Bretagne:

[www.bretagne.com]: le site consacré à la Bretagne d'aujourd'hui et d'autrefois, histoire, légendes

[www.visit-bretagne.com]: si vous n'avez pas envie de visiter la Bretagne, visitez ce site... vous allez changer d'avis.

Le pays de Brocéliande:

[www.broceliande-pays.com]: une galerie photos à donner envie de se perdre dans la forêt.

[www.pascal-morin.net/broceliande/index]: présentation succincte de l'histoire de la forêt avec une jolie carte pour s'orienter.

www.chez.com/morenweb/broceliande.htm]: découvrez l'histoire de la forêt de Brocéliande

Contes et légendes:

[www.jecris.com/contes.html]: un site pour lire mais aussi créer, présenter des contes et des légendes.

[lesroutesdavalon.free.fr/legendes/arthur.htm.#titre]: La légende du roi Arthur.

Lettre pédagogique rédigée en coopération avec les stagiaires «Apprendre et enseigner avec TV5» du 4 au 14 août au CAVILAM animé par Guusje Groenen et Michel Boiron: Aura-Maria Arminia, Kemal Dorum, Odile Amet, Maher Matar, Ana-Maria Fernandez-Espartero, Liliana Radulescu, Andrea Raggam, Sylvie Pychova, Jocelyne Sourisseau, Cherifa Abdallah Ahmed Sokati, Natalia Varga, Hun-Hui Hsu, David Welsh, Seydi Wague.

Contacts:

[enseignant@europe.tv5.org]

[mboiron@cavilam.com]

Retrouvez les idées et le programme du CAVILAM sur le site [www.leplaisirdapprendre.com]

Note: De nombreuses émissions de TV5 sont accompagnées d'activités pédagogiques. Vous pouvez vous abonner à la *Lettre pédagogique* dont ce texte est un extrait en vous dirigeant vers le site Web.

TOTAL U.S. FRANCOPHILES/ FRANCOPHONES AT 60 MILLION

How many Francophiles do you believe reside in America? How many Francophones?

Well, according to a new national consumer survey commissioned by TV5 USA, the incidence of Francophiles in the U.S. is 25% of all households. As a subset of Francophiles, the incidence rate of Francophones was 3%. In terms of adults, these numbers translate into 54 million adult Francophiles and 6 million adult Francophones.

For the national survey, which was conducted in May 2003 among 4,000 U.S. adults 18+ years of age, Francophiles were defined as people who are very interested in various aspects of French culture, and/or travel to or visit countries where French is spoken, and/or were a student of French language and culture while in school, and/or embrace the French culture. Francophones, for the purposes of the survey, were defined as being very fluent or pretty fluent in French.

Mr. Patrice Courtaban, Chief Operating Officer of TV5 USA said, "TV5 is most pleased to have initiated this survey—the first of its kind for the U.S." He added, "As a television channel that celebrates the French language and culture, it is very gratifying that such a significant portion of the U.S. population considers itself to be Francophiles."

Additional important findings from the survey:

- 37% of Francophiles say they are very interested in various aspects of the French culture.
- 23% often travel to or visit countries where French is spoken.
- 59% were a serious student of French language and culture while in school.
- 29% embrace the French culture.

Geographically, 27% of the Francophiles were based in the West; 24% in the North East; 24% in the South; 19% were from the North Central portion of the nation. The survey was conducted by the Horowitz Associates, Inc., an independent market research and consulting firm.

Promotional Materials

Check out these materials to attract students, promote French, and enliven your classes?

- AATF Materials Center (p. 38)
- French Promotional Kit (p. 42)
- Promotional Flyers (p. 22)
- Other Promotional Items (p. 48)

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 76, No. 6 (May 2003). Les activités se trouvent à la page 00.

- I. 1. encore; 2. déjà; 3. beaucoup; 4. bien; 5. trop; 6. mal
- II. 1. F; 2. F; 3. V; 4. F; 5. V
- III. 1. Où un bateau espagnol a-t-il fait naufrage?
2. Pourquoi est-ce que ce skipper a-t-il été contraint à l'abandon?
3. Qu'est-ce que le Procureur de la République a présenté à la fin des débats au Tribunal?
4. Qui conclut toujours sa présentation par: «je vous remercie de votre attention?»
5. Quand est-ce que les riverains s'approvisionnent en eau près des camions-citernes?
6. Comment est-ce que ces bandes de voyous ont attaqué la police?
- IV. 1. Je regrette que cette course se soit mal terminée.
2. À moins que les autorités ne prennent de fermes décisions les «bateaux-poubelles» continueront à naviguer.
3. C'est le seul attentat qui ait été revendiqué.
4. Les habitants se sont indignés de ce que le jury n'ait pas condamné le chauffard à la prison ferme.
5. Nous voulons (ou: nous voudrions) que les Corses puissent décider par eux-mêmes au prochain référendum.

AATF SCHOLARSHIPS FOR SUMMER 2004 PRELIMINARY ANNOUNCEMENT

We are working hard to finalize agreements for scholarships for study abroad during summer 2004. In addition, the Walter Jensen scholarship for an undergraduate French major preparing for a career in teaching will be announced in November.

The *Université de Montréal* has provided at least one scholarship for the past several years, and we hope that this will continue as well. We hope that the *Université du Québec à Chicoutimi* and the *Université Laval* will renew their scholarship offers. We also hope to provide scholarships for study in France and Belgium.

At this time we wish to inform interested members that more details and application materials will appear in the November *National Bulletin*. They will also be posted on the AATF Web site [www.frenchteachers.org] as soon as they are available. Note that the application deadline for all scholarships is **February 15, 2004**.

CALENDAR OF EVENTS

CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH, October 2-4, 2003, Ohio State University, "Lessons from the MBA Classroom: Business Concepts and Pedagogy for Foreign Language Professionals." Information: Melaine Caugherty, International Programs Officer/CIBER, Fisher College of Business, 356 Fisher Hall, 2100 Neil Avenue, Columbus, OH 43210; Tel: (614) 688-3688; Fax: (614) 292-3208.

MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE, October 9-11, 2003, Charleston, SC. Information: Check the Web site for information and registration: [www.miflc.org].

FEDERATION OF ALLIANCES FRANÇAISES ANNUAL MEETING, October 30-November 1, 2003, Park Plaza Hotel, Boston, MA. Information: Paul-Henry Walter, e-mail: federation@afusa.org, tel: (800) 6FRANCE.

AMERICAN TRANSLATORS ASSOCIATION, November 5-8, 2003, Phoenix, AZ. Information: ATA, Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 21-23, 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: [www.actfl.org].

MODERN LANGUAGE ASSOCIATION, December 27-30, 2003, San Diego. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web site: [www.mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 18-20, 2004, Mobile, AL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; FAX: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), March 25-27, 2004, Albuquerque, NM. Information: Audrey Cournia, SWCOLT, Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web site: [www.learnalanguage.org/swcolt].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), March 29-April 3, 2004, Long Beach, CA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 1-3, 2004, Dearborn, MI. Information: CSC, Patrick Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-025; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 5-9, 2004, San Francisco, CA. Information: AERA, 1230 17th Street, NW, Washington, DC 20036-3078. Telephone: (202) 223-9485; FAX: (202) 775-1824; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 15-18, 2004, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

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: [www.2004Atlanta.org].

AMERICAN TRANSLATORS ASSOCIATION, October 13-16, 2004, Toronto, CA. Information: ATA, Telephone: (703) 683-6100; FAX: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 18-21, 2004, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Telephone: (914) 963-8830; FAX: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [www.actfl.org].

AATF WELCOMES NEW HONORARY MEMBER

At the AATF Awards Banquet in Martinique, July 7, 2003, a new honorary member was welcomed to the AATF. Author Suzanne Dracius served as Local Chair of the 76th annual convention in Martinique. Attendees were delighted to hear her give the keynote address. Thanks to a subsidy from TV5, the opening day closed with a performance of her play, *Lumina Sophie dite Surprise*. We welcome Suzanne Dracius as an honorary member of the AATF.

**BE SURE TO VISIT THE
NEW AATF WEB SITE**

www.frenchteachers.org

FOREIGN LANGUAGE RESOURCE CENTERS

The Language Resource Centers (LRC) Program, authorized by Title VI of the Higher Education Act, provides grants for a small number of language resource and training centers that serve as resources to improve the national capacity to teach and learn foreign languages effectively. The activities and resources provided by the fourteen language resource centers include:

- the conduct and dissemination of research on new and improved teaching methods;
- the development and dissemination of new teaching materials reflecting the use of such research;
- the development and dissemination of performance testing instruments;
- the training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies;
- a significant focus on the teaching and learning needs of the less commonly taught languages;
- the development and dissemination of resources for foreign language teachers at all levels (K-16); and
- the operation of intensive summer language institutes to train advanced foreign language students and to provide professional development for language educators.

Visit the Web site at [nflrc.msu.edu] for resources and initiatives on specific languages and summer professional development opportunities.

REMINDER: IMPORTANT DEADLINES AND DATES

- October 1, 2003 Deadline for proposals for 2004 Atlanta convention (see pages 17-20)
Application deadline for NEH Schools for a New Millennium Grants (see page 36)
- October 15, 2003 Application deadline for Fulbright Teacher and Administrator Exchanges (see page 36)
Application deadline for NEH Exemplary Education Projects (see page 36)
- October 16, 2003 Deadline for National French Week Student Poster and Essay Contests (see page 31)
- October 31, 2001 Deadline for applications for Canadian Studies Grant Program (see page 15)
Deadline for submission of information concerning exchanges with developing nations (see page 24)
- November 1, 2003 Postmark deadline for ballots for AATF Elections (see page 52)
- November 5-11, 2003 5th Annual National French Week (see page 12, 31, 33, 41)
- November 15, 2003 Deadline for submission of applications for National French Week Teacher Contest (see page 12)
- November 17-21, 2003 International Education Week
- December 29, 2003 Deadline for applications for ASFAP Scholarships (see page 52)
- April 15, 2004 Application deadline for NEH Humanities Focus Grants (see page 36)
- July 19-23, 2004 Congrès mondial des professeurs de français à Atlanta (see pages 17-20)
- August 1, 2004 Deadline for submissions for special issue of the *French Review* on Québec (see page 44)

ELECTIONS THIS FALL YOUR VOTE COUNTS!

AATF will be holding elections this fall for four positions on the Executive Council. Regional Representatives will be elected for a three-year term (2004-2006) in Regions I: Metropolitan New York, Region III: New York State, and Region V: South Atlantic. An AATF Vice-President will also be elected for the term 2004-2006.

Ballots will be included with the dues renewal notices that every AATF member will receive in early October. Ballots must be returned to National Headquarters by **November 1, 2003**.

SCHOLARSHIPS FOR STUDY IN FRANCE

The American Society for the French Academic Palms (ASFAP) announces that the Society will again award \$2000 scholarships in 2004. The scholarships are awarded to outstanding students at the high school and university levels. To be eligible, a student must be recommended by a member of the French Academic Palms Society and by a teacher who is familiar with the student's abilities. Deadline for receipt of applications is **December 29, 2003**.

To receive more information and to request application forms, contact: Diana Regan, Secretary, ASFAP, 411 Dartmouth Road, Bryn Mawr, PA 19010; e-mail: [mme.regan@verizon.net].



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