



FROM THE PRESIDENT



Margot M. Steinhart

AATF Responds to Katrina's Legacy

As this issue goes to press, we have observed the evacuation and recovery phases of the aftermath of Hurricane Katrina and are focused on the long-term relocation of more than a million Americans. By the time you receive this issue of the *AATF National Bulletin*, our attention will have turned to the next stage: rebuilding lives and communities. Like the rest of the country and the world, I have been riveted to news of the progress of these phases in Louisiana, Mississippi, and Alabama. The human suffering, the devastation, and the loss or uprooting of communities caused pain and sorrow in those of us who could only imagine the depths of this tragedy. Rebuilding lives and reconstructing homes and cities will take time, labor, and money. We have seen much evidence of generosity of the American people and cities across our country in providing all types of assistance and support. As we express our sympathy to all who were affected by the hurricane and flooding and who have and continue to face many hardships, we also acknowledge all the outpouring of sympathy and invaluable assistance of the American public and of nations throughout the world. We fervently hope that the needs and aspirations of those who experienced excruciating loss will be met with as much speed as possible.

The first response of AATF to this catastrophe was to encourage members to contribute to the various organizations providing essential care and humanitarian ser-

vices, like the Red Cross, the Salvation Army, Habitat for Humanity, and the Bush-Clinton-Katrina Fund. Our Web site has provided links to the various organizations accepting contributions for the victims of Hurricane Katrina. In addition, the AATF has made a contribution to the Red Cross in honor of late Region VIII Representative Helen Lorenz.

AATF Has a Plan

Our second response has been to announce that the AATF would help AATF teachers and French programs in the affected areas when the schools are able to reopen. This initiative is underway and will evolve as the needs of our members and their French programs can be identified. We want to be certain that the aid provided matches the desires of the receivers.

It is worth repeating that the mission of our organization is to serve our members and to support French programs in this country. If there ever were a time that we need to be responsive to colleagues in need, this is that time. It is also essential that we recognize that the future of French programs in one region in our country is at stake. The hurricane and subsequent floods wiped out whole schools in some cases and closed many others. For how long, we can only guess. Our charge is to assure that French teachers and students return to viable French programs. To assume that someone else or some agency will provide all that is necessary to restore programs that were vital and vibrant before the catastrophic events is wishful thinking. We know that foreign language programs are sometimes operating on a shoestring and that these recent events risk creating situations that could result in program cuts or elimination. This battle will be fought by those with what our advocacy chair and vice-president, Tennessee Bob Peckham, calls "boots on the ground." To do this they will need the support of AATF and of its 10,000 members.

The AATF is now working on two fronts to provide assistance to the nearly 100 members whom we have identified as living and working within the hurricane zone. The success of these two initiatives relies upon the generosity of our members. We need to demonstrate solidarity with our colleagues,

for the professional lives of French teachers and the continuation of robust French programs require nothing less. Our plan involves allocating funds from the AATF Fund for the Future to help these members and creating a clearinghouse to connect members with items to donate to those who need them.

AATF Fund for the Future Supports French Teachers and French Programs

Contributions this year to the AATF Fund for the Future will be directed to helping French teachers in the affected areas. These funds will be used for such expenses as covering membership, providing small grants for French projects in the schools, and supplying teaching materials.

Monetary contributions can be made by AATF members. Likewise, French Clubs and other groups can engage in fundraising activities and make donations to the AATF Fund for the Future and be assured that their money will all be used for hurricane relief as it relates to French programs, French teachers, and French students.

Inside this issue	Page
<i>Message de la Secrétaire générale</i>	3
AATF Book Club	5
Excellence in Teaching Awards	9
Administrator Award	10
Summer Scholarships	11
Executive Council	13
AATF Sessions at Regionals	14
Azouz Begag in Milwaukee	15
Commissions	15
<i>Célébrons le français</i>	16
<i>Mots chassés</i>	17
Outstanding Senior Award	18, 25
Walter Jensen Scholarship	18
2006 Milwaukee Convention	18
French Immersion Day	19
<i>Salut les jeunes!</i>	21
FLES* Poster Contest	22
Small Grants	28
100 Ways for Teachers to Motivate Students	31-33
AATF Advocacy	35
How to Recruit Students and Support Teachers	36
Materials Center	38
Calendar	39

AATF Sets Up a Clearinghouse To Link Needs and Contributions

In addition, AATF National Headquarters has created a clearinghouse where AATF members who wish to contribute items such as books, CDs, DVDs, furniture, computers, and teaching ancillaries could register. AATF members would then be paired with a French teacher who requests those items. Members are able to complete a pledge form to indicate what contributions they would like to make in material goods. While cash donations can be sent immediately to National Headquarters to help those in need, this is not the case for materials. AATF National Headquarters does not have storage space and is not geographically close to the areas in need. It is more efficient to match needs and availability first and to allow the parties to ship donations in the most effective way possible. Eventually, teachers in the affected areas will be able to determine their needs and to have an address where they can receive materials. Some areas may be up and running much later than others, which suggests that this support effort may continue for some time to come. However, it is essential that we have contributions in money and in pledged materials in place as soon as possible. We want to provide a speedy response to the needs that are expressed.

AATF Web Site Will Keep Members Abreast of Developments

Communicating with colleagues in the affected areas or in the surrounding areas receiving evacuees has, not surprisingly, been difficult. As we are better able to assess the needs of French teachers in these areas, we will adjust our strategies to respond. For that reason, it is critical that members continue to check the AATF Web page at [www.frenchteachers.org] to see the evolution of this assistance program.

Katrina Provides a Teachable Moment

One of my colleagues has noted that this cataclysmic event provides French teachers a teachable moment and an opportunity to connect to the outside world. The offers for relief from France and Canada, just to name two French-speaking areas, were prompt and significant. Isn't this a chance to counter the Francophobia prevalent in the media in recent years?

With all of the attention being paid to New Orleans, for example, why not seize this moment to discuss French influences, past and present, in the U.S.? Students are already discussing Louisiana and the coastal areas as current events in other classes, which has kindled their curiosity about this area and concern for those victims whose family roots in this region often span gen-

erations. This is our cue to delve more deeply into this French connection. We can help students appreciate the connections to French in the U.S. through such topics as history, music, cuisine, literature, architecture, ecology, and family traditions. From there it may be a short step to finding links to French in our own regions, perhaps, in our own states. Isn't there more to explore beyond Mardi Gras once a year?

Post Scriptum

In September, our coastal region experienced the wrath of hurricane Rita, making residents even more vulnerable and adversely affecting lives and educational programs. The resolve of AATF to show solidarity and to support French teachers and French programs extends beyond those affected by Katrina, to all those who may be touched by Rita and by other natural disasters during this long period into November when the names of hurricanes may stretch beyond the 26-letter alphabet. The need is great, but so is our resolve.

Margot M. Steinhart

Margot M. Steinhart, President
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NATIONAL FRENCH WEEK NOV. 2-8, 2005 & 2006

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

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

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

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30.00 Instructor's Book, \$42.50 Complete Student Packet. Includes postage and handling. Contact SDSU CIBER Press [http://www-rohan.sdsu.edu/dept/ciber/frost.html].

AATF COMMISSION ON CULTURAL COMPETENCE

France at the Dawn of the Twenty-First Century: Trends and Transformations, edited by Marie-Christine Koop, assisted by Rosalie Vermette, 2000, 300 pp., \$33.95 ISBN 1-883479-29-0. Contact Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725.

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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

On pourrait dire que le thème de ce numéro est la lutte contre les défis auxquels les professeurs de français font face tous les jours. Dans le message de la Présidente Margot Steinhart (pages 1-2), vous lirez la description des projets de l'AATF pour aider les sinistrés des ouragans. Le Vice-Président Robert "Tennessee Bob" Peckham parle de l'importance de la préparation au niveau local dans la défense du français (voir page 35). La Déléguée régionale pour le Moyen Atlantique Alice Cataldi offre des suggestions pour créer un réseau de supporters pour le programme de français parmi les parents et administrateurs (voir page 36). Vous trouverez également 100 façons de motiver les élèves, article écrit par une collègue canadienne (voir page 31). Les membres de l'AATF, récipiendaires de subventions ou de bourses de l'AATF, racontent leurs expériences afin d'inspirer les autres (voir pages 16, 19 et 37). Tous ces témoignages ont pour but de vous inspirer et de vous encourager à faire pareil.

Toutes les activités de l'AATF visent la promotion et la défense du français. Nous essayons, par les publications et par le site Web, de mettre dans les mains des membres les outils nécessaires pour promouvoir les programmes et défendre l'étude du français dans leur école ou université. Dans ces pages, vous verrez des ressources pour accomplir ces tâches.

- Documents et articles promotionnels (pages 10, 12, 18, 34 38)
- Documents pédagogiques (pages 14, 17, 23, 24,)
- Le Grand Concours de l'AATF (page 21, 34)
- Autres concours et prix (pages 9, 10, 11, 14, 16, 18, 22, 27, 28, 30, 40)
- Société honoraire de français (pages 8, 37)
- Congrès et autres rencontres professionnelles (pages 5, 6, 10, 18, 39)
- Idées pratiques pour la promotion du français et le recrutement d'élèves (pages 19, 31, 36)
- Idées pour la défense du français (page 35)

L'automne est toujours le moment où nous demandons aux membres de l'AATF de renouveler leur cotisation pour l'année à venir. Il est très important de renouveler avant le 1^{er} janvier 2006. Premièrement, cela économise de l'argent en frais de poste et en communications supplémentaires pour les rappels. Bien sûr, nous acceptons des cotisations tout le long de l'année,

mais vous pouvez nous aider en vous souvenant de régler bientôt votre cotisation. Nous vous signalons aussi que toute contribution au *Fund for the Future* reçue cette année sera utilisée pour aider les membres de l'AATF victimes des ouragans en Alabama, au Mississippi et en Louisiane et leurs programmes de français.

Notre ami, le chanteur et auteur cadien Zachary Richard, nous a signalé deux sites Web où vous pouvez aller offrir votre soutien à travers la Fondation communautaire d'Acadiana (*Community Foundation of Acadiana* [www.cfacadiana.org]) et le Conseil pour le Développement du français en Louisiane (CODOFIL [www.codofil.org]) qui s'intéresse tout particulièrement à l'enseignement du français en Louisiane. Ceux d'entre vous qui ont assisté à la journée d'ouverture du congrès d'Atlanta en 2004 ont eu l'expérience inoubliable d'entendre Zachary Richard chanter. Un concert, SOS Musiciens, pour aider les victimes des ouragans, surtout des musiciens, est prévu au Palais des congrès de Paris le 7 novembre, et j'espère y assister. Zachary Richard ainsi que Francis Cabrel, Garou et Alain Souchon participeront.

Si vous souhaitez vous servir de l'actualité pour mettre en évidence l'héritage français chez nous, je vous conseille un documentaire excellent réalisé par Zachary Richard sur les origines de la Francophonie louisianaise, comment les Acadiens sont devenus des Cadiens, et la survie de cet héritage aujourd'hui. Disponibles en version française, *Contre vents, contre marées*, et en version anglaise, *Against the Tide: The Story of the Cajun People of Louisiana*, ces deux documentaires pourraient s'avérer utiles dans la classe de français mais aussi pour sortir le français de la classe de français afin d'atteindre les classes d'histoire, de géographie ou de sciences sociales à tous les niveaux. Pour plus de renseignements, consultez [www.zacharyrichard.com].

Profitons de cette occasion qui nous est offerte pour soutenir nos collègues en difficulté et pour préserver le français en Louisiane mais aussi pour souligner encore plus l'importance de l'enseignement du français partout aux États-Unis.

Je vous signale aussi un nouveau document pédagogique qui sortira le 1^{er} décembre. Nous savons que beaucoup d'entre vous aiment vous servir de "La Vie des mots" qui paraît dans chaque numéro de la *French Review* depuis bien des années maintenant. Depuis 5 ans maintenant, Colette Dio, qui est l'auteur de

"La Vie des mots," crée aussi des activités pédagogiques, "Mots chassés," basées sur un texte de "La Vie des mots" où il s'agit de l'actualité langagière, expressions à la mode, argot, jargon et termes techniques. Nous avons réuni textes originaux, activités et corrigés dans un même volume (voir l'annonce à la page 29).

Personnellement, je pars en grand voyage le 1^{er} novembre. Certes, je ne cherche pas à imiter notre Président honoraire Jean-Pierre Piriou, mais plusieurs circonstances se sont réunies pour s'ajouter à une étape du voyage, prévue en premier et maintenant devenue la dernière. Je fête la Toussaint en l'air allant vers l'Europe. La première visite sera les 3 et 4 novembre à Liège où je rencontrerai les responsables de l'Université de Liège afin de conclure un accord pour le congrès de l'AATF en 2008. Dès que cet accord sera signé, nous pourrons annoncer des dates et procéder à la réservation d'hôtels. Ensuite je retournerai à Paris où j'attendrai l'arrivée le 8 novembre des 10 administrateurs parrainés par le *Washington Post*, l'Ambassade de France et l'AATF pour une visite de Paris et d'Amiens qui durera 9 jours. Le 16 novembre je me rendrai de Paris à Baltimore pour le congrès d'ACTFL. Je ne reverrai ma maison que le 20 novembre, juste à temps pour dégeler la dinde. Mais ce voyage montre la diversité des activités de l'AATF et comment nous travaillons pour offrir des programmes utiles et intéressants pour nos membres. N'oubliez pas qu'il existe encore un prix que l'AATF décernera à un administrateur (voir page 10) et pour lequel la date limite est le 1^{er} décembre. La personne choisie recevra un séjour à *Concordia Language Villages* qu'elle pourra attribuer à un élève de l'école.

Je félicite tous les professeurs qui œuvrent pour le maintien des programmes de français et pour en créer de nouveaux. Si vous connaissez des collègues qui ne sont pas membres de l'AATF, faites de la publicité pour notre association auprès d'eux. Invitez-les à participer à des réunions de chapitre. Parlez-leur du Grand Concours et des bourses disponibles pour la formation professionnelle des membres en France, en Belgique et au Québec. Montrez-leur des documents-vidéos, dépliants et articles promotionnels, documents pédagogiques—que nous produisons. Conseillez-les de se munir des ressources de l'AATF afin de soutenir leur programme pour éviter qu'une réponse de crise devienne nécessaire. L'unité fait la force!

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REGIONAL REPORTS

REGION IV (MID-ATLANTIC)

The various chapters of this Region have been very busy providing professional development opportunities for teachers and stimulating activities for students and the public at large.

Region IV is proud of the many honors bestowed on its members. Several were named *Chevalier dans l'Ordre des Palmes académiques*, among these Geneviève Delfosse for her untiring work for the *Grand Concours*, while Dr. Marilyn Conwell of Rosemont College was awarded the AATF Dorothy S. Ludwig Award for Excellence in Teaching.

This report would be incomplete without thanking the Contest Administrators and teachers who worked tirelessly to promote the *Grand Concours*. Thanks to their efforts, this region is proud to report that 18,492 students competed in this event and many placed nationally. We hope to see this number surpass the 20,000 mark this year. We are looking forward to another exciting year.
En avant chers collègues!

Alice Kalalian Cataldi
Region IV Representative

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 several 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 2006 is deductible on your 2006 income tax return.

AATF BOOK CLUB: *LE GONE DU CHAÂBA*, D'AZOUZ BEGAG / FILM DE CHRISTOPHE RUGGIA

Bienvenue à la deuxième saison du cercle de lecture de l'AATF! Après les suggestions de lectures de Myrna Delson-Karan sur le roman québécois, je vous propose de lire ou relire des œuvres qui ont été adaptées au grand écran (*Le Gone du Chaâba* d'Azouz Begag et *Une Partie de campagne* de Maupassant) ou dont les thèmes seront abordés par le biais du cinéma (*Une si longue lettre* de Mariama Bâ). Le thème du cinéma est donc à l'honneur cette année en attendant la sortie d'un numéro spécial de la *French Review* sur le cinéma francophone. Comme l'an dernier, les lectures feront l'objet de sessions lors du congrès de l'AATF 2006 à Milwaukee.

Nous avons la chance qu'Azouz Begag ait accepté de venir au congrès parler de l'immigration maghrébine et assister à une projection du film de Christophe Ruggia adapté de son roman autobiographique *Le Gone du Chaâba* (1986), dont le titre, amalgame de dialecte lyonnais et d'arabe, signifie «le gamin du village nommé Chaâba». D'origine algérienne, Azouz Begag est sociologue et romancier, chercheur au CNRS et, depuis 2005, «Ministre délégué à la Promotion de l'Égalité des chances». *Le Gone du Chaâba* est un récit d'apprentissage qui dépeint des moments-clés dans la vie du narrateur—Azouz, neuf ans—et de sa famille originaire d'El Ouricia en Algérie: la vie au Chaâba, un bidonville situé aux abords de Lyon, le départ pour un appartement vétuste du quartier de la Croix Rousse, suivi par l'emménagement dans une HLM de la banlieue lyonnaise. Azouz décrit la vie au Chaâba sous forme de tableaux (le départ pour l'école, les disputes des femmes, la cérémonie de circoncision, les premières découvertes sexuelles des enfants, la chasse aux trésors dans la décharge publique). Il porte un regard curieux sur ce monde, dont il montre la joie de vivre et la solidarité mais aussi les difficultés et dysfonctionnements. Bon élève et poussé par son père, il veut échapper à la misère par la réussite scolaire et la maîtrise de la langue française, ce qui le mène parfois à adopter un comportement de caméléon et à renier ses origines. La rencontre d'un professeur qui valorise sa culture maghrébine sera déterminante pour sa quête identitaire et la naissance de sa vocation d'écrivain. Le film de Christophe Ruggia reprend la première partie du roman, jusqu'à la fermeture du Chaâba et le déménagement des familles. «Je ne suis pas algérien et je n'ai jamais vécu dans un bidonville», explique le réalisateur. «Mais la solitude d'Omar, l'exclusion, autant subie

que provoquée, la consolation trouvée auprès des livres, puis l'évasion dans l'écriture [...] tous ces sentiments qui se bousculent dans la tête d'Omar se sont aussi bousculés, un jour, dans la mienne».

Voici quelques questions pour orienter la lecture du roman et le visionnage du film:

Comment le narrateur arrive-t-il à jongler avec ses deux héritages culturels (la culture arabe du Chaâba et la culture française de l'école)? Comment s'expriment les tensions entre les deux?

Comparez l'évolution d'Azouz à celle de ses frères et sœurs et de ses camarades du Chaâba.

- Relevez quelques exemples d'humour dans le roman. Quel est le rôle de l'humour?
- Quel rôle joue la littérature dans la vie d'Azouz?
- Commentez le multilinguisme du roman et du film (on y parle le français, l'arabe, un mélange des deux, et le dialecte de Lyon).
- Comment le film se distingue-t-il du roman, et quel est l'effet de ces transformations?
- Comment Ruggia crée-t-il l'identification du spectateur à l'enfant? Quels types de plans utilise-t-il? Commentez le dernier plan du film.
- Comparez les éléments suivants dans le roman et dans le film: (1) la représentation de l'espace; (2) les marqueurs de l'altérité; (3) le rôle et la psychologie du père.

Vous trouverez ci-dessous une bibliographie non exhaustive des travaux consacrés en partie ou intégralement au *Gone du Chaâba* (cette liste privilégie les articles récents parus dans *The French Review*):

Emery, Meghan. «Azouz Begag's *Le Gone du Chaâba*: Discovering the Beur Subject in the Margins». *The French Review* 77.6 (May 2004): 1151-64.

Hargreaves, Alec G. «Resuscitating the Father: New Cinematic Representations of the Maghrebi Minority in France». *Sites: The Journal of Twentieth Century Contemporary French Studies* 4.2 (2000): 343-51.

Krause, Margaret W. «Entretien avec Azouz Begag». *The French Review* 78.3 (February 2005): 548-57.

Magnan, Sally Sieloff. «Young Beur Heroes: Helping Students Understand Tensions of Multicultural France». *The French Review* 77.5 (April 2004): 914-27.

Mehrez, Samia. «Azouz Begag: Un di zafas di bidoufile or The Beur Writer: A Question of Territory». *Yale French Studies* 82.1 (1993): 25-42.

Sourdout, Marc. «Un héros recentré: *Le Gone*

du Chaâba d'Azouz Begag». *L'Écriture décentrée: la langue de l'Autre dans le roman contemporain*. Éd. Michel Laronde. Paris: L'Harmattan, 1996. 109-121.

Tcheuyap, Alexie et Étienne-Marie Lassi. «Réécriture filmique et discours sur l'immigration: *Le Gone du Chaâba* d'Azouz Begag et de Christophe Ruggia». *Tangence* 75 (été 2004): 41-62.

Enfin, les documents suivants sont très utiles:

Portrait et entretien avec Azouz Begag : [www.alterites.com/cache/center_portrait/id_772.php]

Des fiches pédagogiques gratuites ou payantes sur le roman et/ou le film:

[www.ac-versailles.fr/pedagogi/lettres-histoire-lp/SiteLP/titre3/le_Gone_Chaaba.htm]

[www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf4/]

[www.grignoux.be/?content=dp]

[www.cndp.fr/tice/teledoc/dossiers/dossier_gone.htm]

[www.crac.asso.fr/image/base/index.htm] (sous «Dispositif» choisir «Collège au cinéma», cliquer sur «rechercher», puis sur le titre du film)

Je vous rappelle que les livres au programme du cercle de lecture sont disponibles auprès de French & European Publications, Inc./Librairie de France, E-mail: [livresny@aol.com]; Tel: (212) 581-8810; Fax: (212) 265-1094. N'oubliez pas de mentionner que vous êtes membre de l'AATF pour obtenir une remise de 20%. Vous pouvez aussi vous procurer le roman *Le Gone du Chaâba* sur [amazon.com] et [amazon.fr]. La vidéo en format SECAM et le DVD zone 2 sont également disponibles à [amazon.fr].

Michèle Bissière

University of North Carolina at Charlotte
E-mail: [mhbissie@email.uncc.edu]

UPCOMING AATF CONVENTIONS

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

- Milwaukee (July 5-8, 2006)
- Baton Rouge (July 12-15, 2007)
- Liège, Belgium (2008)
- San Jose (2009)

MODERN LANGUAGE JOURNAL MONOGRAPH/FOCUS VOLUME SERIES

The Monograph/Focus Volume will appear as a fifth issue of the *MLJ* beginning in 2007. Appearing in alternate years, the monograph and focus volumes will be included in individual and institutional subscriptions to the *Journal*. The Focus Volume topic will be set by the *MLJ* Editorial Board. The Monograph will be selected by the Board based on a submitted proposals from prospective authors. The first Focus Volume will appear first in 2007. The first Monograph will follow in 2008.

Following is the call for proposals for the *MLJ Monograph 2008* (to be under 200 pages in length). The *Monograph* may treat any topic related to second language learning and teaching. Both theoretical topics and extended research studies are welcome. Preference will be given to topics concerning languages other than English, although work in ESL and EFL will be considered if it has implications for teaching other languages as well.

Monograph proposals should include the following:

- (1) In a detailed statement of purpose (5-7 pages double spaced, 12 pt. font), include the following: (a) The objective of the proposed monograph and an explanation of the unique and significant contribution it makes to the field of second language acquisition or foreign language pedagogy; (b) The language(s) addressed or illustrated and, if applicable, additional languages to which the work would offer insights; (c) A comparison with monographs that have covered the same or similar topics, and an explanation of what sets your monograph apart from them; (d) An explanation of how the approach taken does or does not represent a departure from, or extension of, conventional wisdom. Explain how this monograph will contribute to the discipline; (e) Other comments that reveal different, original, or interesting aspects of your proposed project; (f) A sentence or two explaining why you are submitting your proposal to the *MLJ* monograph series; (g) If possible, a brief description of anticipated special production issues such as the number and type of illustrations, photographs, tables, maps, glossary, appendices, etc. or whether they will require any special design considerations, copyright permissions, etc.
- (2) A separate annotated outline (table of contents), including a short narrative for each section that describes how that section contributes to the monograph.
- (3) If you have a sample chapter, please in-

clude it with your proposal.

- (4) A list of suggested readers, including those who might have already read the manuscript. Some of these readers may be contacted for review, but additional readers will also be chosen.

- (5) Author(s) information: *curriculum vitae*, including publications, selected talks, and offices held in professional organizations, as well as contact information.

Electronic files containing monograph proposals are due to the Editor of the series, Barbara Lafford [blafford@asu.edu] by **May 15, 2006**. The Editor will inform prospective authors of publication decisions by June 30, 2006. The author(s) of the manuscript chosen will be sent more detailed guidelines and a timeline for manuscript preparation for the 2008 publication date.

CALL FOR PAPERS SARTRE CONFERENCE 2006

This is a call for papers for the annual one-day conference of the UK Society for Sartrean Studies (UKSSS) which will be held in Central London, on 21 October 2006 (TBC).

We welcome papers (lasting about 30 minutes) on any aspect of Sartre's life or work: literature, theatre, cinema, philosophy, psychoanalysis, biography and autobiography, journalism and the media, politics, etc, as well as on comparative themes: Sartre in relation to his influences, contemporaries or successors. Please send proposals for papers (one page maximum) by **31 March 2006** to the conference organisers:

David Drake, President of UKSSS, 3 Ockendon Road, London N1 3NN; e-mail: [d.drake@britishlibrary.net]

Benedict O'Donohoe, Secretary of UKSSS, School of Languages, Linguistics and Area Studies, Faculty of HLSS, Frenchay Campus, UWE, Bristol BS16 1QY; e-mail: [benedict.o'donohoe@uwe.ac.uk]

Sartre Studies International: An Interdisciplinary Journal of Existentialism and Contemporary Culture is published twice yearly by Berghahn. Subscription to the journal includes membership in UKSSS. To subscribe, e-mail: [journals@berghahnbooks.com].

For further details about *Sartre Studies International* or the UKSSS, please contact David Drake or Ben O'Donohoe.

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. Each year more than 500 AATF members have taken advantage of this special offer.

Members have two subscription options. For a yearly subscription payment of \$53, 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 \$63, 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 2006 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2005 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.

Consult the Web site at [www.fdlm.org] for more information. 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@fdlm.org].

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 page 33 to notify the AATF or send an e-mail to [ahanson@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

CHAPTER NEWS

CENTRAL NEW YORK CHAPTER

- Members Alice Manning and Georgette Schmidt have launched a newsletter, *Le Cocorico*.
- The chapter formed a book club to discuss the AATF book club selections of Quebec authors in advance of the session in Quebec City in July.
- At the Spring meeting, Carrol Cates of SUNY-Binghamton presented on four *auteurs néo-québécois*, who had immigrated to Quebec during the Duvalier years.

Submitted by David Graham
Region III Representative

DELAWARE CHAPTER

- The yearly Francophone Day Celebration, held at the University of Delaware, hosted over 700 students and teachers.
- The next day, over forty teachers attended a workshop on the Francophone World, funded by the Cultural Service of the French Embassy, the Delaware Department of Education, the International Council of Delaware, and the MBNA Bank. Presenters included Jocelyne Lemoine, *Attachée de coopération*, a Quebec Government representative, Angèle Kingué who shared her insights on Cameroon through her writing, and Karine Obydol proudly presented Guadeloupe, where she is from.

Submitted by Alice Kalalian Cataldi
Region IV Representative

HUDSON VALLEY CHAPTER

- Over two hundred people attended the annual *Distribution des Prix* where sixty-five students were national winners in the *Grand Concours*. In all, there were 110 prize winners in the chapter.

Submitted by Robert J. Ludwig
President

NEW JERSEY CHAPTER

- The Chapter Web site is maintained by Marie-Christine Massé, Chapter President and webmaster [<http://mywebpages.comcast.net/mcm110/index.htm>].
- The *Journée d'immersion* provided a setting for students to practice the language and culture in a non-threatening environment. Professional development for teachers was facilitated by Adam Steg, the *Attaché audiovisuel* at the New Orleans Consulate, who led a workshop on the use of technological resources in a French class.
- In celebration of the Year of Languages, the chapter welcomed M. and Mme

Robitaille, National Delegate of the Quebec Government, at a gala dinner dance held in Montclair, NJ.

Submitted by Alice
Kalalian Cataldi
Region IV Representative

NORTHERN VIRGINIA CHAPTER

- A concert given by Éric Vincent was held at Centerville High School during *La Semaine du Français*.
- A Sister Cities agreement between Arlington, VA and Reims, France was signed. In February, several chapter members attended a reception in honor of the delegation from Reims, and the Mayor of Reims and his delegation came for a visit on July 4.

Submitted by Alice Kalalian Cataldi
Region IV Representative

PAYS DU NORD, NEW YORK CHAPTER

- Despite a small membership, this chapter has been quite active.
- Josée Vachon performed three concerts during National French Week, two in Plattsburgh and one in Potsdam. The Potsdam concert was subsidized by an AATF Small Grant Award.
- Chapter member Patricia Moosbrugger organized the Contemporary Francophone World Colloquium at SUNY Potsdam.
- Regional Representative and Chapter President David Graham spoke on advocacy to Potsdam area language teachers in December.
- Margaret Queguiner coordinated the administration of the *Grand Concours* in 2005.
- Regional Representative and Pays du Nord President David Graham attended a meeting of the Northern New York Canadian American Genealogical Society. The group would like to develop connections with French teachers.
- In 2005-06 the chapter hopes to increase membership and attendance at meetings while continuing its work in advocacy and community outreach.

Submitted by David Graham
Region III Representative

PHILADELPHIA CHAPTER

- Susan Plotkin, a local author, presented her book *The Paris Metro: A ticket to French History* and demonstrated how it can be used to teach the history of France.



Philadelphia Chapter members with Region IV Representative Alice Cataldi (front).

- Rita Davis offered a workshop which explored the use of radio broadcasts as teaching documents.
 - Susan Zeager led a workshop to create hands-on teaching materials.
 - The *Marché aux Puces* netted \$232 that was sent to a Haitian mission project.
- Submitted by Alice Kalalian Cataldi
Region IV Representative

ROCHESTER CHAPTER

- The main focus was on the *Grand Concours*.
- Chapter President Laurie Farber bought dictionaries for outstanding graduating seniors with monies from the chapter treasury.

Submitted by Laurie Farber
President

VIRGINIA CHAPTER

- During the two-day meeting of the Foreign Language Association of Virginia, Fabrice Teulon, Virginia Polytechnic Institute, presented a session on the recent state of Franco-American relations, providing pedagogical tools to be used in the classroom. Another session by Françoise Watts offered teachers a critical analysis of literary texts recently published in France.
- In March, the Chapter supported high school teachers of French attending the three-day French Film Festival held at Virginia Commonwealth University. This festival is unique in that the public is able not only to view the films but also interact with the actors and directors.

Submitted by Alice Kalalian Cataldi
Region IV Representative

WESTERN NEW YORK CHAPTER

- National French Week was started with a program by the Buffalo *Alliance Française* "Jacques Brel ou l'impossible rêve." Other events included Beret Day, Weather Outside on Channel 7, *Le Grand Gala*, French Mass at Canisius College, French Cooking Classes, *le cinéma francophone*, and *Beaujolais nouveau*.

- *La Soirée francophone* featured Dr. Gerard Bucher from the University of Buffalo and Dr. François Paré of the University of Waterloo, Canada. Dr. Bucher and Dr. Paré presented a lecture "Pourquoi nous sommes en manque de sens: en manque d'Étrangeté." They were accompanied by six graduate students in French from Haiti, Morocco, Burundi, Lebanon, the United States and Burkina Faso who spoke about the French language in their respective countries.
- "Buffalo's French Heritage" was an evening held in St. Louis R.C. Church, the first Catholic church in Buffalo. The land for the church was donated by Frenchman Louis Le Couteux de Caumont, who was one of Buffalo's early settlers and originally from Rouen. The story of Le Couteux and of the church were discussed by Michael Reister, historian of St. Louis Church. In addition, the French history of the area was discussed by historian John Conlin, Editor of Western New York Heritage Magazine, who highlighted the presence of La Salle, also from Rouen.
- The annual "French on the Niagara" took place at Fort Niagara, sponsored by Robert Emerson, Director of the Fort. He calls it "interactive historical scenarios involving the Jesuit Missionaries, the Native Americans, the Military, the Fur Traders and the Women of the Niagara Frontier." Over 700 students attended.
- The chapter presented "Le Franco-Festival du Beau Fleuve" (original name of Buffalo) celebrating French-speaking cultures. Chaired by Bernard Kunz, the festival celebrates music, crafts, arts, video clips, foods from Francophone countries, African drum and dance workshop, folk dancing, games, exhibits and shopping. Countries represented were: Switzerland, Senegal, Togo, France, Haiti, Mali, Burkina Faso, Burundi, Cameroun, Côte d'Ivoire, Martinique.

Submitted by David Graham
Region III Representative

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.

CHAPTER CHECKLIST (Is your chapter up to date?)

- ☐ Make members aware of the AATF Clearinghouse to help French teachers and French programs adversely affected by hurricanes. See information and form on-line at [www.frenchteachers.org].
- ☐ Send copy of chapter constitution and by-laws to national headquarters by December 31, 2005 [abrate@siu.edu].
- ☐ Encourage nominees for the AATF/Concordia Language Villages/Embassy of France Outstanding Administrator Award (application deadline December 1, 2005).
- ☐ Nominate teachers for the AATF Dorothy S. Ludwig Excellence in Teaching Awards by February 1, 2006. See information on the AATF Web site.
- ☐ Promote, at meetings and through newsletters, and participate in the 2006 AATF Book Club: Literature and Cinema (see page 5).
- ☐ Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu] by November 1, 2005.
- ☐ Identify advocacy liaison and submit name to Regional Representative AND Robert "Tennessee Bob" Peckham [bobp@utm.edu] by November 1, 2005.
- ☐ Send chapter newsletter and chapter news on a regular basis to Regional Representative, *National Bulletin* Editor Jane Black Goepper, Executive Director Jayne Abrate, and President Margot Steinhart.
- ☐ Commit to sending the chapter president to the AATF national convention in Milwaukee (July 5-8, 2006) and to presidents' meeting scheduled for the morning of July 5, 2006.

PEN PAL & PLACEMENT BUREAUX

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 \$1/name. Group correspondence is available for \$9/class. We will provide you with names, and your students initiate the correspondence.

The AATF also offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to 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.

The job list subscription is \$20 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$2.50 each). There is a \$5 charge for members living outside the U.S.

AATF membership is required to use both of these services. For more information on either of these services, contact AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733.

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, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

WEB TUTORING FOR HURRICANE VICTIMS

Adam Steg from the French Consulate in New Orleans (now temporarily relocated to Lafayette, LA) send us an announcement of a Web site [www.techchristian.com/access2] being developed with the Federal government to link all of the hurricane evacuation sites together and with educators, so that we can offer after hours tutoring to students affected by the storm. Anyone interested can go to the Web site for more information.

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2007, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Milwaukee.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be submitted by the deadline of **February 1, 2006**.

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

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients (see page 20 where the 2005 recipients are recognized).

TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **February 1, 2005**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by March 1, 2005. The recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

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

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

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

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

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

NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No

other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available on the AATF Web site [www.frenchteachers.org], from Chapter Presidents, and upon request from AATF Headquarters.

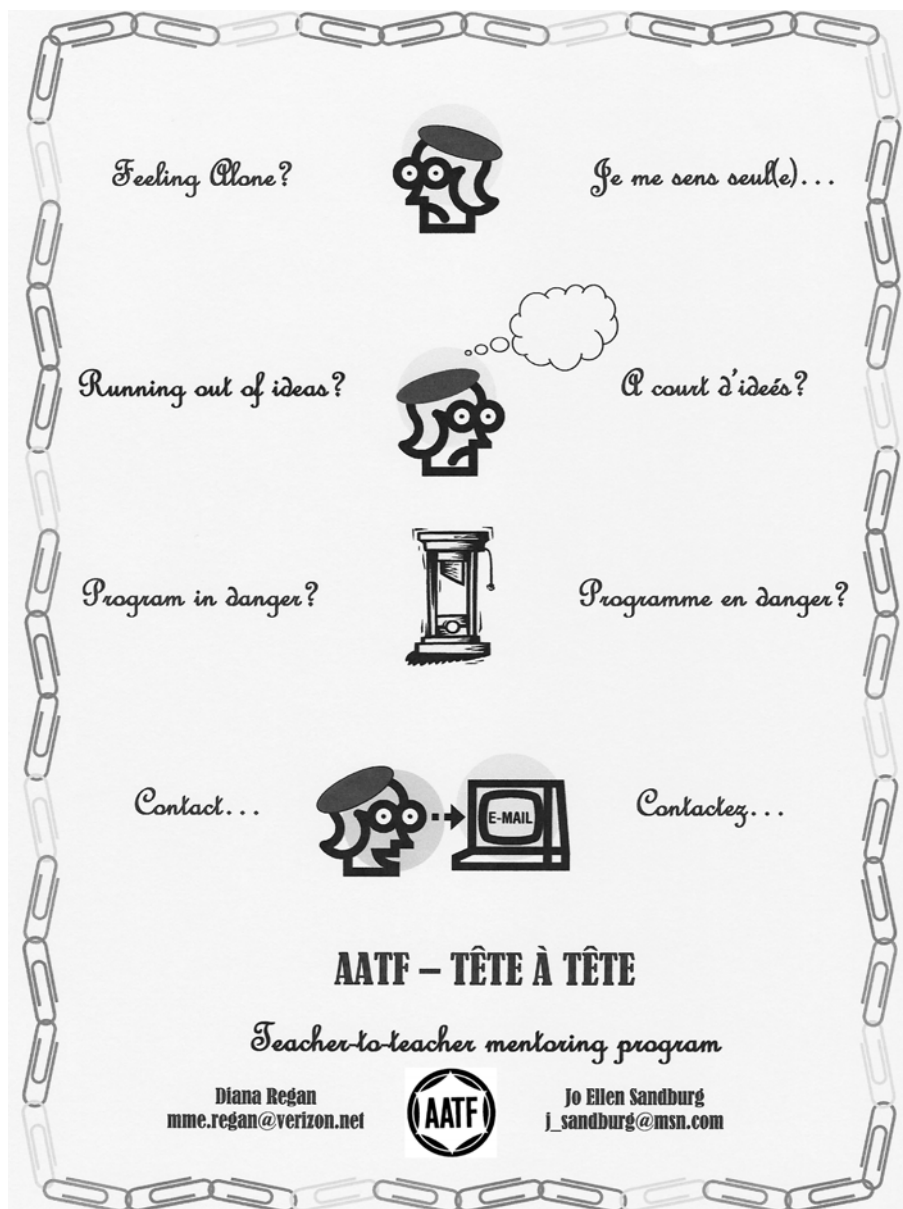
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted with the original nomination packet and three copies, organized into four complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the four packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **February 1, 2006**.

Promotional Materials

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

Check out the

- AATF Materials Center (p. 38)
- Promotional Flyers (p. 12)
- Other Promotional Items (p. 10, 12, 18)



AATF ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award, to be given annually, will recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary presence for languages. The nomination should contain the following: (1) an abbreviated CV (2 pages max.) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages max.), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2005**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2006) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia.

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?* or at no extra charge.

Name _____

Address _____

Tel: _____

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Application deadline: March 1, 2006

Québec

We are pleased to be able to announce that the Quebec *Ministère des Relations internationales* is offering five scholarships (one per region) to AATF members to attend summer programs at the *Université Laval* or the *Université de Montréal*. (See announcement on p. 30) for more information.

AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2006. More information will be available in the January issue of the *National Bulletin* and on the AATF Web site at [www.frenchteachers.org] as it becomes available.

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships to the University of Liège for AATF members at the secondary or college levels. Recipients will attend a four-week session on language and culture in July 2006. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2007 AATF conference in Baton Rouge. (See announcement on p. 30).

Université du Québec à Chicoutimi

We are pleased to confirm a summer scholarship in 2006 to the *Université du Québec à Chicoutimi* for an AATF member to attend a 3-week immersion program (July 2-22). The scholarship will be awarded to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

Jumpstreet Scholarships

Many of you who attended the Quebec Convention participated in the bus tours of the city organized by Jumpstreet Tours. Thanks to their generosity, the funds raised allow us to offer two \$1250 scholarships to AATF members to attend the program of

their choice in Quebec in 2006. The application process will be the same as for the regular scholarships.

Other Scholarships

The AATF is awaiting confirmation of scholarships to the *Université Laval* and the *Université de Montréal*. Information will be posted on the AATF Web site as soon as it is received.

Eligibility

Applicants for all of the scholarships must be American citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2005-2006. Preference will be given to members who have been in good standing since January 1, 2003.

Current AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (2001-2005) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2006-2007, and recipients of the Belgian and French scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Baton Rouge.

Selection Process

The scholarships will be awarded by national competition to members who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students. Applications will be reviewed and the decision will be announced in early April 2006. A number of factors will be weighed:

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

Application

Application forms are available from your local Chapter President, on the AATF Web

site [www.frenchteachers.org/], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

- 1) Complete both sides of the application form, and attach additional pages to the application.
- 2) Request that two letters of recommendation be sent directly to Jayne Abrate, AATF Executive Director. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus three copies** of the application form and supplementary pages, one copy of the cassette, and postcard to **Jayne Abrate, AATF, Mail-code 4510, Southern Illinois University, Carbondale, IL 62901-4510.**
- 5) The application must be **postmarked by March 1, 2006**, to be considered for the scholarship. Incomplete applications will not be considered.

REMINDER TO RENEWING MEMBERS: CONTRIBUTE TO THE AATF KATRINA FUND

Please remember that all Fund for the Future contributions received this year will be used to help the 88 AATF members and their schools who were victims of Katrina. The money will be used for resources to help teachers and schools reestablish French programs. If you have already renewed, you can simply enclose a check made out to the AATF and labeled "Katrina Fund."

If you would like to make an in-kind donation of books, resource materials, etc. or if you are a teacher in need, please go to the AATF Web site at [www.frenchteachers.org] and submit your donation or request.

PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

Help Wanted: Encourage Students to Learn French

AATF's newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Developed by the AATF Commission on High Schools. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.37 or \$.60 postage) 50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

French By the Numbers

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

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 9/1/05

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
_____	Help Wanted, 100 @ \$10, 50 @ \$5	_____
_____	French By the Numbers, 100 @ \$10, 50 @ \$5	_____
_____	French is Not a "Foreign" Language, 100 @ \$10, 50 @ \$5	_____
_____	Why Learn French? 100 @ \$10, 50 @ \$5	_____
_____	Speaking French, 100 @ \$10, 50 @ \$5	_____
_____	Top Ten Reasons to Learn French, 100 @ \$10, 50 @ \$5	_____
_____	Why French FLES*? 100 @ \$10, 50 @ \$5	_____

TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

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E-mail: [delsonkaran@yahoo.com]
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E-mail: [acataldi@udel.edu]
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E-mail: [dcraquid@uscupstate.edu]
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PROFITS FROM SALES OF CAROLE FREDERICKS CD'S DONATED TO AMERICAN RED CROSS DISASTER RELIEF FUND

Beginning immediately, profits from sales of two albums by Carole Fredericks will be donated to the American Red Cross Disaster Relief Fund to help the victims of Hurricane Katrina. When you purchase the blues and gospel CD, "Springfield," and/or the rap, r&b "Couleurs et parfums" CD, the profits will go directly to the American Red Cross Disaster Relief Fund. Ms. Fredericks' albums are available exclusively through the online merchant CD Baby at [cdbaby.com/cd/carole].

Carole Fredericks was an accomplished singer who first found fame as a member of the trio Fredericks Goldman Jones, and

later in a solo career. Ms. Fredericks rose to musical fame in both Europe and Africa. She was known as a generous woman who gave her time and talent to humanitarian causes. Her desire to better the plight of the homeless, hungry, battered, and ill won her a special place in the hearts of Europeans and Africans. Ms. Fredericks' untimely death in 2001 came after performing a benefit concert to raise funds for a children's hospital in Dakar, Senegal. The full story of her life and career may be found by accessing the following CDF Music Legacy link: [www.cdfmusiclegacy.com].

"She is not here today to personally help

the victims of Hurricane Katrina, but her music can," said Connie Fredericks-Malone, the late singer's sister and spokesperson for CDF Music Legacy, the family company dedicated to preserving Carole's memory. "In light of the devastation left by Katrina, Carole would have wanted to do something. When Derek Sivers, founder of CD Baby e-mailed us suggesting how CDF Music Legacy could donate profits from CD sales to the relief effort by the American Red Cross, we said 'yes'," continues Ms. Fredericks-Malone. "This is a great way to buy music and donate money to the victims of Hurricane Katrina at the same time!"

CONCOURS D'ÉCRITURE

L'Atelier de Lecture Asbl a le plaisir de vous présenter son 12^{ème} concours international d'écriture pour adolescents.

Cette année, nous proposons aux jeunes d'écrire une correspondance (par lettre ou courriel) entre deux personnes se trouvant dans des pays différents.

Lettres d'amour, d'amitié, de soutien, échange de nouvelles, d'idées; une grande liberté est laissée pour le choix du sujet qui peut prendre la forme d'une correspondance classique ou d'un roman épistolaire.

Sur le site Internet [www.leaweb.org], le jeune peut découvrir la consigne (lire très attentivement!) ainsi que la grille d'évaluation qui sera remise au jury.

Des jeunes écrivent pour des jeunes

L'originalité de notre projet est d'offrir aux jeunes auteurs un destinataire réel puisque chaque texte, rendu anonyme, sera lu de 4 à 20 fois par un jury composé d'adolescents du même âge. L'an dernier, 5.500 jeunes ont écrit une courte pièce de théâtre et 4.000 autres jeunes ont lu et évalué les textes.

Nouveautés 2005

Pour rendre le concours plus attirant, des écrivains et des enseignants proposent sur le site Internet une correspondance rédigée en suivant la même consigne que l'élève. Plus de 20 textes, de tous niveaux, peuvent être lus. Ces textes ne sont pas des modèles mais des exemples qui peuvent aider l'élève à construire son projet d'écriture. Nous signalons qu'à l'occasion du concours, l'écrivain Jean-Claude Bologne ouvrira un espace de correspondance sur son site [perso.wanadoo.fr/jean-claude.bologne].

Le concours est ouvert aux jeunes nés entre 1987 et 1994 + les élèves plus âgés (nés avant 1987) fréquentant l'enseignement secondaire + les élèves des Cégeps du Canada francophone. Les participants plus âgés feront partie de la catégorie D (avec ceux nés en 1987 et 1988).

L'enregistrement des textes sera facilité: après avoir rempli le formulaire, le jeune devra simplement désigner l'emplacement de son fichier (format DOC, RTF, TXT, PDF ou HTML).

Sur le site, deux nouvelles sections: (1) Archives qui reprendront les principaux documents pédagogiques des concours précédents (nombreux dossiers) et (2) Qui sommes-nous? avec une présentation PowerPoint de notre concours (à télécharger).

Des infos régulièrement mises à jour.

Le 1^{er} mars nous afficherons sur le site

la confirmation des inscriptions (plus d'envoi par la poste); le 5 mai les résultats ainsi que la liste des lauréats seront publiés (et feront toujours l'objet d'un envoi postal).

Des ressources de qualité

Sur [www.leaweb.org] nous mettons à la disposition des jeunes et des enseignants, un espace de ressources en consultation ou en téléchargement. Quatre dossiers sont actuellement en ligne, deux pour le secondaire inférieur (collège), deux pour le secondaire supérieur (lycée) ainsi qu'une bibliographie (lycée), une sélection de liens Internet et des fiches de lecture.

La 12^{ème} édition de notre projet bénéficie encore du soutien de TV5, première chaîne de télévision au sein de la francophonie. Ce parrainage renforce incontestablement le caractère international et professionnel de notre initiative.

Un renseignement? Jean-Luc Davagle [jld@leaweb.org].

Un problème technique? Fabrice Distefano [fdi@leaweb.org]

Date limite d'envoi: le 20 janvier

AATF SESSIONS AT REGIONAL CONFERENCES

The AATF will be present as an exhibitor and with numerous presentations at the regional conferences this spring, SCOLT (Southern Conference on Language Teaching), the Central States Conference on Foreign Language Teaching, and the Northeast Conference on Foreign Language Teaching. In addition, many of our chapters will be present at their respective state conventions. We invite all members to take the time to stop by the AATF exhibit booth when there is one and to support our representatives as they present sessions and workshops on issues related to the teaching of French.

SCOLT, February 16-18, 2006, Orlando, FL

AATF Session: "Advocating for French"

Presenter: Jayne Abrate

Central States, March 9-11, 2006, Chicago

AATF Session: "Advocating for French"

Presenters: Margot Steinhart and Jayne Abrate

Also: Workshop: "Using Food to Enhance the Study of French Language and Culture"

Presenter: Jayne Abrate

Northeast Conference, March 30-April 1, 2006, New York City

AATF Session: AATF Session: "Advocating for French"

Presenters: Margot Steinhart and Jayne Abrate

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 28 for information concerning the 3-for-1 offer for a year's free membership.

NEW CD AVAILABLE

TEACHING BUSINESS FRENCH: TEXTBOOKS, REFERENCE TOOLS, AND PEDAGOGICAL AIDS

The AATF now has available a CD developed by Will Thompson with input from the AATF Commission for Business and International Trade which provides information for those wishing to start a Business French course or improve an existing program.

_____ CDs x \$12.50 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

AZOUZ BEGAG À MILWAUKEE EN 2006!



Azouz Begag a été nommé Ministre délégué à la Promotion de l'égalité des chances le 13 juin 2005. Un mois auparavant il a reçu la Légion d'Honneur. Mais qui est Azouz Begag? Né à Villeurbanne d'un père algérien et une mère kabyle

en 1957, Azouz Begag a passé les dix premières années de sa jeunesse dans un bidonville sur les bords du Rhône. Ensuite sa famille a déménagé dans une barre d'immeuble à la cité Duchère. Il a fait son doctorat en sciences économiques et est entré au CNRS chargé de la recherche en socio-économie urbaine en 1986. La même année Begag a publié son premier roman, *Le Gone du Chaâba* qui s'inspire de sa jeunesse. Une traduction en anglais sera publiée en 2005 par l'*University of Nebraska Press*. Le roman a gagné le Prix des sorcières en 1987. Maintenant considéré un classique qu'on enseigne souvent au niveau intermédiaire aux États-Unis, le livre a été adapté au cinéma en 1998. Azouz Begag parlera de son livre et présentera le film à Milwaukee. Il parlera également du film, *Camping à la ferme* qui est sorti en juin 2005 et dont il est le scénariste. Depuis *Le Gone du Chaâba*, Azouz Begag a écrit une vingtaine de romans dont une dizaine destinés aux jeunes. Il a publié une autobiographie, *Le Marteau-Pique Cœur* en 2004.

En plus de ses ouvrages de fiction, Azouz Begag a écrit une dizaine de livres en sciences sociales dont *Écarts d'identité* sur les problèmes des jeunes immigrés en France et *Quartiers sensibles*. En mai 2004, il a été chargé par le Ministre de l'Intérieur d'une mission sur l'égalité des chances. Suite à ce rapport il a été nommé membre du Conseil économique et social, désigné sur la proposition du Premier ministre.

En tant que conférencier plénier à Milwaukee, Azouz Begag fera un état présent de sa première année comme ministre délégué à la Promotion de l'égalité des chances. Vous trouverez un entretien avec Azouz Begag dans la *French Review* (78.3, 548-57) et un article sur *Le Gone du Chaâba* (77.6, 1151-64).

Christopher P. Pinet
Editor in Chief, *French Review*
[umlcpc@montana.edu]

AATF NATIONAL COMMISSIONS

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Commission on Cultural Competence

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FLES* Commission

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Commission on Universities

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2005 AATF SUMMER SCHOLARSHIP WINNERS

Université de Montréal: **Michael Hydak (TX)**
Université du Québec à Chicoutimi: **David Greer (NJ)**
Université Laval: **Jeanne Marie Comeford (MN)**
Gouvernement du Québec:
Eleonora Bertacchi (NY), Barbara Lynn Brown (FL)
Michèle Diekelman (IL), Margarita Levasseur (IL)
Regina D. Sternlicht (MA), Tamara Wietfeldt (WA)
Communauté française de Belgique:
Dana Linville (OH) & Kara Martinson (MN)
French Cultural Service:
Michael Brinkmeyer (VA), Barbie Book Brown (NC)
Carrie Collins (VA), Nancy Gorman (MD)
Rosalee Gentile (IL), Jamie Hazelton (PA)
Lynn Marie Mayo (NY), Sandra Rands (OR)
Cynthia Richards (OH), Tracy Rucker (GA)
UBC Program in Quebec:
Linda Bartley (FL) & Calandra Jackson (VA)

CÉLÉBRONS LE FRANÇAIS

The Tennessee AATF Chapter is grateful for the funds provided by the AATF Small Grants program which allowed us to co-sponsor an event titled "Célébrons le français." In 2004, "Célébrons le français" was held for the first time on a trial basis at St. Agnes Academy in Memphis to honor high school students in the Memphis area who had distinguished themselves in a variety of competitions throughout the school year. The tremendous success of this first attempt led to the decision to have "Célébrons le français" become an annual event. This is a unique opportunity to make visible the achievements of area high schools students who are studying French and to have their accomplishments acknowledged in a public manner. We also take this opportunity to acknowledge and thank those French teachers whose students have participated in the events celebrated.

Once again, the 2005 event was sponsored by the Tennessee Chapter in coordination with the *Alliance française de Memphis*. In particular, this event served as the venue for announcing the Memphis-area winners in the *Grand Concours*. The event offered the opportunity to have an awards ceremony at least on a local basis for the contest winners (an endeavor made difficult in our chapter due the size of the state). In addition, winners from the University of Memphis Foreign Language Fair, held just prior to this event, were invited to be acknowledged and to perform for the audience. Finally, the local winners of the *Alliance française Concours national* were announced as well. This year's event attracted more than 250 students, teachers, and (perhaps most importantly) parents to the auditorium at St. Agnes Academy and was followed by a reception.

The event began with the top three winners from each of the University of Memphis Language Fair French competitions performing (poetry recitation, original poetry writing, drama, solo, and group music). We also had winners in crafts, posters, projects, and greeting cards bring their winning entries for display after the event, so that attendees could view them during the reception. Participation is optional on the part of students, but we encourage the teachers to in turn encourage their students to participate, and more than half do.

This was followed by the announcement of the local winners of the *Grand Concours*. To make this more interesting, teachers were told beforehand only the names of the students who had placed at least top 10 in the state but not exactly where they had placed. When their names were an-

nounced, the students came on stage to receive a prize bag, which contained their National French Contest certificates, prizes, and donated items such as brochures and magazines. Most of the students who had been invited were able to attend, with many of them bringing their parents.

Following this, we announced the local winners of the *Alliance française Concours national* (top six in each high school division) for which the Memphis chapter buys the prizes. Fortunately, all the winners were able to attend this year, and we were also able to announce that one of the local students had placed third nationally in his division.

Finally, all of the teachers whose students competed in any of the competitions were called upon to come to the stage to be recognized. We also gave them a prize bag (which included their National French Contest results if they had students in the *Concours*).

Although we undoubtedly would have held this event even without the Small Grants award, this award allowed us to make the event more special by holding a reception afterwards and by purchasing gifts for the students, both of which would have been difficult otherwise. Expenses for the event included copying a program handed out to attendees, prize bags and small gifts, and refreshments for the reception. The *Alliance française* was able to pay for the prizes for their *Concours national* students, and most of the prizes for the National French Contest winners were obtained through funds from the Tennessee chapter's NFC account. The French consulate in Atlanta also donated several boxes of books, pens, mouse pads, videos, CDs, among other small prizes. We were also very fortunate and honored this year that Aurélien Lépine-Kouas, *Attaché culturel adjoint* in Atlanta, made a special trip to Memphis just to attend the event and give some words of welcome to the audience.

We have no doubt that this event will continue to be a popular tradition in Memphis. The teachers are grateful for this and say that their students and the latter's parents are as well. I have had calls from parents thanking me for organizing the event. This is particularly rewarding, as we all know that parents usually call only when there is a problem! Once again, thank you to the AATF for helping to make this event such a great success.

Will Thompson
The University of Memphis
[wjthmpsn@memphis.edu]

WINNERS SELECTED FOR THE WASHINGTON POST/AATF/ FRENCH EMBASSY FELLOWSHIPS

We are pleased to announce that ten administrators with responsibilities related to foreign language programs have been selected to receive these fellowships. They are:

- Cara Churchich-Riggs - Principal, Beveridge Magnet School for Arts and Global Studies, Omaha (NE) (nominated by AATF member Emily Kaminski)
- Susan Flora - Principal, Cesar Chavez Public Charter School for Public Policy (DC)
- Fletcher James III - Principal, Central High School, Prince Georges County (MD)
- Thomas Leonard - Principal and Assistant Superintendent of Secondary Education, Barrington (IL) (nominated by AATF member Judy Mascolino)
- Joyce Morgan Young - Assistant Superintendent, Auburn Schools (AL) (nominated by AATF member Samia Spencer)
- Kristen Rhodes - Director of Montgomery County (MD) Council of PTAs FLES Programs
- Sally Schwartz - Director of International Programs - Washington, DC Schools
- Amy Ternois - ESL & Foreign Language Coordinator, Fauquier County Public Schools (VA)
- Frank Vetter - Principal, Frederick County Public Schools (MD)
- John Paul Wollersheim - Acting Principal, Rosemount High School (MN) (nominated by AATF member LaRae Ellingson)

The group will be accompanied by AATF Executive Director Jayne Abrate and Carrie Morse of the *Washington Post*.

Participants will arrive in Paris on November 8 and begin a program of visits to schools, ministries, and other organizations concerned with the teaching of foreign languages in French schools, including the *Centre international d'études pédagogiques à Sèvres*. They will also spend a few days in Amiens before returning the U.S. on November 16.

The AATF would especially like to thank Michel Girardin, *Directeur adjoint du FIAP Jean Monnet* in Paris, and Chantal Manès, formerly of the French Embassy in Washington, now *Inspectrice d'Académie à Amiens*, for their help in conceiving and organizing this event. Both Michel and Chantal are Honorary Members of the AATF.

MOTS CHASSÉS:

Les exercices sont basés sur l'article la «Vie des mots» publié dans la *French Review*, 78.6 (May 2005). Le corrigé se trouve à la page 28.

- I. Mettre la préposition (ou locution prépositive) qui convient devant l'infinitif.
 1. Il a été arrêtéavoir émis des chèques sans provision.
 2. Elle n'arrête pasrépéter: «Ça suffit!»
 3. Ce représentant a essayéme placer de mauvais produits financiers.
 4. Le client partit.....avoir payé.
 5. Il est intéressantécouter ce politicien.
 6. Ce politicien est intéressantécouter.
 7. J'ai eu «mal aux cheveux» avoir bu ce mauvais vin.
 8. Il conduit sagement.....avoir besoin qu'on le lui recommande.
 9. Changez vos dollarsd'entrer en France.
 10. Habillez-vous chaudementà ne pas prendre froid.
- II. Répondez aux questions en remplaçant les groupes de mots soulignés par des pronoms personnels.
 1. Nous avons dégusté de bons vins à la foire gastronomique.
 2. Des gendarmes ont arrêté le conducteur ivre.
 3. Où avez-vous vu les exposants de vin jaune?
 4. Nous n'avons pas acheté d'antiquités à la brocante.
 5. Les eurodéputés sont élus par les citoyens de chaque pays d'Europe.
 6. Toi et moi avons «fait beaucoup de boulettes».
 - 7-8. Est ce-qu'il a donné ce chèque falsifié à la caissière?
 9. Avez-vous dégusté ce vin jaune?
 10. Je servirai une bonne tourte à toi et à ta sœur.
- III. Relevez dans le texte 10 mots et expressions familiers.
- IV. Mettre au passif les phrases suivantes.
 1. Cet arbitrage a mis en colère le coach de l'équipe perdante.
 2. Les crémants risquent-ils de concurrencer les vrais champagnes?
 3. Les gendarmes condamneront sévèrement le non-port du casque.
 4. On arrêta le conducteur en état d'ivresse.
 5. Le commerçant n'avait pas encore utilisé ces chèques falsifiés.
 6. Le Ministre des Transports a-t-il ordonné le port du casque?
 7. La fête que les forains organiseront déplaît aux riverains.
 8. Les militaires ont décidé de baser des missiles en Turquie.
 9. Veillez à ce que ce professeur ne fasse aucune bétise.
 10. Je ne veux pas que cet homme véreux place de tels produits financiers.
- V. Répondez aux questions suivantes.
 1. Quelles attractions foraines connaissez-vous?
 2. Pour quelles raisons peut-on se faire arrêter par les gendarmes?
 3. Quels types de nourriture sont exposés dans une foire gastronomique?
 4. À quels nouveaux mots l'Europe a-t-elle donné naissance?
 5. Quels types (au sens large du terme) de vins connaissez-vous?

Colette Dio, Nancy, France

AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level.

Any public or private secondary school or college/university student with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event that there are multiple French teachers or professors in a given school or department, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member.

Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the AATF Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site and can be found on page 25.

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2006-2007.

Eligibility Requirements

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

Scholarship

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

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2006**.

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

ANNUAL CONVENTION IN MILWAUKEE

Mark July 5-8, 2006 on your calendars! The 79th annual AATF convention will be held on those dates at the Hyatt Hotel in Milwaukee. The theme of the convention is *Vues du monde francophone: cinéma et société*, and the keynote speaker will be Azouz Begag. We are planning a number of exciting activities as well as the usual excellent professional program.

Call for Proposals

The Call for proposals is now on the AATF Web site at [www.frenchteachers.org]. The deadline for submissions is December 15, 2005. This year we are accepting only on-line submissions. Please do not send hard copies. If anyone absolutely cannot submit a proposal on-line, please contact [abrate@siu.edu] for further information.

Hotel Information

The convention will take place at the Milwaukee Hyatt. The rate we have negotiated is \$115 plus taxes. Watch the January issue of the *National Bulletin* for information on reserving a room.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée* (organized by Marie-Simone Pavlovich) and a panel on cinema). A special contest is being organized for graduate student presenters.

Activities

In addition to the summer activities available in Milwaukee, we are working with the Local Committee to organize events in the Art Museum as well as showings of a number of films. Once again we will offer one graduate credit for participation in the convention through Webster University in St. Louis, MO.

Watch the AATF Web site for more details regarding costs, travel, the program, and other information which will be posted as the various elements are confirmed.

CALL FOR PROPOSALS 2006 AATF CONVENTION IN MILWAUKEE

The on-line call for proposals for the 2006 AATF convention, to be held July 5-8 at the Milwaukee Hyatt, is posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2005**. All those interested in submitting a proposal should consult the AATF Web site. The convention will focus on cinema, and the theme will be *Vues sur le monde francophone: cinéma et société*. The keynote speaker will be Azouz Begag.

FRENCH IMMERSION DAY

What is French Immersion Day? This is a two-and-a-half-hour activity period for French II students to self-assess the skills they have gained over a two-year period in listening to, understanding, reading, and speaking French for an authentic purpose. Students are placed in teams of five or six, mixing students from our French II classes. Each group has a French III group leader and an adult chaperone who speaks French, natively when possible or well enough to help the students communicate. The advanced French students organize a variety of games and activities that will focus on the vocabulary and grammar studied over the year. These students then man each station while the teacher goes from station to station taking pictures and trouble shooting as needed.

Every twenty minutes the groups rotate so that, by the end of the day, every group has gone to each of six main activities, participated and received a stamp on his or her passport. The activities include:

- *Qui suis-je?*—a get-to-know you activity paired with *Arbre généalogique* (identifying family relations);
- Charades—acting out expressions using *faire* paired with a clothing/body relay;
- *Pictionnaire*—drawing pictures from vocabulary cards, having classmates guess the word from a list. A matching game of food items follows;
- *Loto*—both number and vocabulary bingo. Vocabulary cards were made by students earlier in the year as a strategy for learning household vocabulary;
- *Chasse au trésor*—a treasure hunt where students read clues and all end up, at different times, in the principal's office to collect their prizes: chocolate;
- *Qui a fait cela?*—a questioning grid, in *passé composé*, to keep students speaking while they await their turn for the treasure hunt, the *boules* game, and the *crêpes*.
- *Crêpes* and *boules* alternately —Comments were: "good!" and very "fun game!"

Preparing for the big day includes deciding on the games and refining them based on evaluations by French II and III students from the previous year. The most difficult part is finding a day and then sending out letters to parents and teachers requesting permission for the students to "take a field trip" at the school just before finals. Chaperones must be called and prizes must be purchased or obtained from supporters. Folders are made for each student. These contain name tags, passports,

game sheets, and pencils for the French II students. Folders for group leaders, activity leaders, and chaperones contain additional items such as stamps for stamping passports and reward stickers to put on the name tags when students participate or teams win a game.

The AATF Small Grant provided us with three new sets of *boules*, a *crêpe* maker and supplies for 65 students and 10 chaperones/helpers. The most rewarding aspect was that every student attended the day's events without exception, and no one lost the corners of their name tags for speaking English. It is my goal that students will realize the progress they have made and want to continue with French as a foreign language. Hopefully, those who have decided their schedule is too full for a third year of a foreign language will change their minds and sign up. Those who have signed up for a third year will know what a good decision they have made.

I received the idea for French Immersion Day from another teacher I worked with, but I had to make major changes since we do not have a park within walking distance and the weather is unpredictable in Oregon. Rain often meant the day was cancelled in spite of so much effort.

The event has cost about \$300 for my 50 French II students. However, as games and equipment are purchased, the cost per student will go down. Funds have come from candy sales, a school auction supported by parents and funds added to French Club by the principal. A local video store donated video certificates, and Linda Brown donated *très chic* makeup sample bags from Mary Kay (labeling is in French). *Merci beaucoup pour une belle journée!*

Sandra Rands
West Salem High School (OR)
[smrands@hotmail.com]

MARK YOUR CALENDAR! JOIN US IN MILWAUKEE IN 2006!

Attend the 79th annual AATF
convention as we meet in
Milwaukee.

Join more than 500 col-
leagues from across the U.S.
as we celebrate the French
language and all its cultures.

IMPORTANT NOTICE TO CHAPTERS REGARDING "CHAPTER NEWS"

Beginning with the November issue 2005, the *National Bulletin* is changing the **format** and **contents** of the rubric "Chapter News." We ask that you prepare your reports accordingly. Please provide information on chapter activities—the event, its theme, its organization or structure, the name(s) of the organizer(s) with their contact information, the speaker(s) or performer(s), and even photos. Please do not include extraneous information such as time, date, location (unless the location is key to the event, e.g., an exhibit at the Art Institute of Chicago, or Fort Niagara as the setting for celebrating French origins or reenactment), food served, etc. In fact, a bulleted format could be used to make the pertinent points stand out. Please check the AATF Web site for two models that you might follow.

The purpose of "Chapter News" is to share program ideas and activities with other chapters so that they may be able to emulate them. In recent times so much else has been included (some of which we have edited out) that it obscures the actual events.

Also, please save the announcements of awards received by chapter members for a special "Awards" section in April and again in September. Send the list for April to the Editor by February 1, 2006 and for September by August 1, 2006. Please do not include kudos for work well done, etc. We realize that all of us give enormously of our time and energies to make AATF special. Recognize these people publicly at your chapter or state meetings. We do ask, however, that you send us the list of Chapter officers whenever you have an election.

We hope that these changes will make the rubric "Chapter News" more readable and more helpful to our membership.

You may send your items to the Editor, Jane Black Goepper via e-mail at [jbg@fuse.net] or at 2324 Park Avenue, Apt. 34, Cincinnati, OH 45206. Please continue to send your detailed reports, on a regular basis, to your Regional Representative in order to keep him/her informed about your activities, events and concerns.

ATTENTION AUTHORS

The *National Bulletin* will include, in all future issues, the e-mail address of the author of all articles after the author's name. If you do not wish to have your e-mail address included, please inform the Editor in writing at the time of submission of the article.

2005 AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF is pleased to announce the winners of this year's Excellence in Teaching Awards. **Betsy Kerr** of the University of Minnesota is the winner of the Post-Secondary Award. Betsy is a member of the Minnesota Chapter.



Claude Boutin is the winner of the Excellence in Teaching Award at the Secondary Level. Claude teaches at the Fort Bend Baptist Academy and is a member of the Houston, Texas Chapter.



UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future during the 2005 membership year. The following individuals contributed during the period September 15, 2004 to July 31, 2005.

PLATINUM SPONSORS who have contributed or named the AATF as a beneficiary in their will for \$10,000.

GOLD SPONSORS who have named the AATF as a beneficiary in their will for \$5000.

BENEFACTOR (\$1000 or more)

SPONSOR (\$500-\$999) There have been no new contributions at these levels.

PATRONS (\$100-\$499): Jayne Abrate (IL), Helen Cummings (MA), Joanna Crane (AL), Virginia Hydo (GA), Christophe Pinet (MT), Jean-Paul Valette (MA), Rebecca Valette (MA).

SUSTAINING MEMBERS (\$50-\$99): Nancy Burns (NY), Pierre Capretz (CT), Myrna Delson-Karan (NY), Carlos Escoda (France), Frances Nostrand (WA), Anne Slack (NY), Winston Koomey (TX), Geraldine O'Neill (NY).

We have also welcomed a number of smaller contributions between \$10 and \$49 from the following individuals: Agnes Beaudry (IN), William Bell (GA), Belle Berman (NY), Maria Boichin (MD), Francesco Bonavita (NY), Jana Brill (KY), Ingrid Chafee (GA), Kay Cipperly (WI), Marilyn Conwell (PA), Muriel Dominguez (VA), Constance Ecklund (CT), Kenneth Fleurant (WI), Jane Gard (IL), George Gauthier (OH), Marie Gerdisch (IL), Jimmie Gibson (WI), Claire Gilbert (CA), David

Greenberg (FL), Robert Greene (NY), Janice Gross (IA), Stirling Haig (NC), Lee Hilliker (FL), Esta Kallen (IL), Susan Kaplan (NY), Gisele Kapuscinski (CA), Charlotte Kelsey (TX), Marie Kergaravat (MA), Suzanne Kessler (WI), Rebecca King (KY), Sonja Kropp (NE), Robert Lafayette (LA), Ginette Levin (NY), Pamela Lezotte (NE), Gladys Lipton (MD), Eleanor McMurrin (IL), Shari Miller (IA), Laurie Moshier-Menashe (WA), Rita Newton (MN), Jean Nicholas (MI), Michael Oates (IA), James Patty (TN), Katrina Perry (OR), Catherine Piriou (GA), Barbara Ransford (AR), Alain Ranwez (CO), Mary Rowan (NY), Cynthia Running-Johnson (MI), Anne Rusmisell (VA), Murray Sachs (MA), Harriet Saxon (NJ), Georgette Schmidt (NY), Judy Schrock (NE), Shira Schwam-Baird (FL), Maryann Stagen (NJ), Ann Sunderland (MO), Toni Theisen (CO), Maira Trebby (ID), Sara Trelaun (CA), Guy Wagener (NV), Patricia Westphal (IA), Margaret Winters (MI), Sheryl Wiitala (NE), Carina Yervasi (PA)

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollar counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2006 and remind you that this year's contributions will be dedicated to helping AATF members who were victims of Hurricane Katrina.

AATF SEEKS NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region I (Greater New York), Region III (New York State), and Region V (South Atlantic-AL, FL, GA, LA, MS, NC, SC, TN) for a three-year term, 2007-2009.

Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative. Nominations may come from members or from chapters, including those outside the nominee's own chapter.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Jean-Pierre Berwald, [berwald@frital.umass.edu] by **March 1, 2006**. The committee will contact nominees to submit their *curriculum vitae* and a personal statement.

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 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.

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards [www.frenchteachers.org].



WINNERS OF THE AATF NATIONAL FLES* COMMISSION POSTER CONTEST 2005

The AATF National FLES*Commission sponsors a Poster Contest in the spring for French language students from kindergarten through eighth grade. The theme for the 2005 contest was "Reflets de la France." The judges were impressed by the creativity and talent of the participating students. Posters were submitted from many states across the country from Maine to California. First place winners in each age division won \$50, and the second, third, and honorable mention winners received prizes from the AATF. Thank you, French teachers, for your support, and for giving your students this opportunity to learn about France and French culture. The entry form for the 2006 contest can be found in this issue of the *National Bulletin* (page 22).

Grades K-1

First Place: Tia Brasley (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Second Place: Angel Jones (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Third Place: Hannah Lucio (Teacher: Anya McCormick, Meadow Montessori, MO)

Honorable Mention: Jay Pier and Allison Perreault (Teacher: Marie-Gaelle Caset-Ford, École française du Maine); Victor Sledge (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC); Ben Preston (Teacher: Anya McCormick, Meadow Montessori, MO)

Grades 2-3:

First Place: Mateo Hamann (Teacher: Marie-Gaelle Caset-Ford, École française du Maine)

Second Place: Sydney Sutton-Hyman (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Third Place: Antonia Piedmonte-Long (Teacher: Anya McCormick, Meadow Montessori, MO)

Honorable Mention: Lila Werner and Drake Scott (Teacher: Anya McCormick, Meadow Montessori, MO); Sierra Sledge and Cedric Robinson (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Grades 4-6:

First Place: Jennifer Rush (Teacher: Marguerite McClelland, Armitage Academy, IL)

Second Place: Keziah Roscoe (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Third Place: Olivia Stevenson (Teacher: Susan Stiehr, Brookfield School, CA)

Honorable Mention: Yeva Bulgakova and Melissa Huang (Teacher: Susan Stiehr, Brookfield School, CA); Holly Williams (Teacher: Micheline Woolard, Green Hedges School, VA); Healey Loeffler (Teacher: Anna Vouga, St. Francis School, KY); Vinnie Gupta (Teacher: Anya McCormick, Meadow Montessori, MO); Tiara MORAIGNE (Teacher: Charlene Moyer, Bluford Communications Magnet School, NC)

Grades 7-8:

First Place: Krystle Long (Teacher: Kirsten Russett, Marblehead Veterans Middle School, MA)

Second Place: Ashley Fuller (Teacher Yvonne Sims, Parish Hill Middle School, CT)

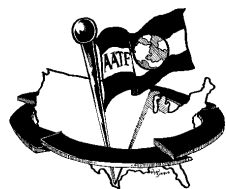
Third Place: Andrea Moore (Teacher Kirsten Russett, Marblehead Veterans Middle School, MA)

Honorable Mention: Ashley Ouellette and Alicia Galeri (Teacher: Olga Davis, Lakeview Jr. High School, MA); Helene Chew and Taryn Yee (Teacher: Susan Stiehr, Brookfield School, CA); Maria Bennett and Miki Farrell (Teacher: Kirsten Russett, Marblehead Veterans Middle School, MA); Elizabeth Gilvinski (Teacher: Jo Anna Watson, Mattacheese Middle School, MA)

DeeDee Louman

West Stanly High School (NC)

[deedee_louman@scs.k12.nc.us]



NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS

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

Branchons-nous...

Agissons...

Faisons ensemble!

du 2 au 8 novembre 2005 & 2006

Initiatives locales, régionales, et nationales
aux États-Unis

Consultez le *National Bulletin* et le site Web de l'AATF

[www.frenchteachers.org] pour d'autres renseignements.

FREE NATIONAL FRENCH CON- TEST ENROLLMENTS

Le Grand Concours will offer first-time AATF members 10 free student enrollments (10 test booklets and 1 CD of the level of their choice—a \$19.50 value). In addition, an AATF member who recruits a new member will receive 5 FREE TEST BOOKLETS.

A member who takes advantage of AATF's 3-for-1 membership promotion and recruits three new AATF members will be eligible to receive 15 free test booklets for the 2006 Concours AND will have their AATF membership paid for one year—a value of \$65.25!

Visit the Concours Web site [www.frenchteachers.org/concours] to download a special membership application to recruit new teachers or contact your Chapter Contest Administrator or AATF National Headquarters.

AATF NATIONAL FLES* COMMISSION 2006 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2006 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is: **LA VIE FRANÇAISE À TRAVERS LE MONDE: French Life Around the World.** This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in

French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **February 24, 2006**. See the AATF Web site [www.frenchteachers.org] or the

French Review for names. Please mail the posters flat, first class, and protected by cardboard.

7. Each Chapter President should send the posters postmarked by April 11, 2005 to Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2006 National FLES* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 38 to order.

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

Please type or print all requested information:

Student's Name: _____

Student's Address: _____

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

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Address: _____

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

SIGNATURES (All are required)

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

Student _____

Date _____

Parent/Guardian _____

Date _____

Sponsoring Teacher _____

Date _____

AATF Chapter President _____

Date _____

PLEASE ATTACH THIS FORM TO THE POSTER.

FRENCH CLASSROOM MAGAZINES FOR BEGINNING STUDENTS

Foreign language curricula for secondary education today usually make reference to the use of authentic materials as part of their recommendations and guidelines. For example, the *Standards for Foreign Language Learning in the 21st Century* states that "access to authentic sources of language, through technology or other means, helps establish the necessary knowledge base for language learners." (National Standards in Foreign Language Education Project, 1999, 36)

Despite their cultural and lexical richness, the linguistic difficulties inherent in authentic materials tend to restrict their use to intermediate and advanced classes. *Cascade*, a new French classroom magazine, however, shows that carefully selected authentic materials combined with interactive learning tasks can be successfully introduced in the beginning classroom. By providing stimulating topics and extensive step-by-step learning activities, classroom magazines can give beginning students the opportunity to explore, develop, and use communication strategies, critical thinking skills, as well as the appropriate elements of the language system and culture.

Browsing through the Magazines

One simple way of bringing French culture into the classroom right from the start, is by encouraging learners to browse through authentic French language magazines appropriate to their age and interest. Consisting of contemporary topics, fully worked out lessons plans, and short up-to-date texts for extra reading, such magazines provide learners with opportunities for self-directed or free voluntary reading which has been shown to increase reading comprehension in both the first and second language (cf., Krashen, 2004).

As students will be reading about topics and issues that interest them, such materials are more accessible to them through their background knowledge, both content-related and prior linguistic knowledge. Reading enjoyment is one of the key factors at this stage: motivated, interested learners will soon forget they are actually dealing with a foreign language.

Task-based Language Learning

Because of their linguistic and cultural complexity, however, authentic texts are well-suited for task-based language learning activities that go beyond reading comprehension, are fun to do and designed to develop cognitive processes. In her framework for task-based learning, Willis defines tasks as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, 23). Focusing

on meaning above form, Willis divides tasks according to what learners are doing, into six categories of increasing complexity: listings, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks.

Many of these categories imply group or pair work, such as agreeing to a solution or brainstorming, which tend to "generate a lot of talk as learners explain their ideas" (Willis, 1996, 26). Obviously, beginning learners will be more restricted when trying to explain their ideas in the target language and may need to resort to the use of English during such activities.

The following examples from *Cascade* magazine illustrate how authentic input materials offer a gateway to understanding the products and practices of other cultures, particularly when combined with language awareness activities to support linguistic and cultural comparisons, and by encouraging students to expand their knowledge and make connections to other subject areas.

Unit 2: *Bien le bonjour!*

The activities in this unit are suitable for beginning students of French, right at the start of their course. Students are guided step-by-step through the discovery of how French pronunciation and spelling differs from their own language. At the same time, students get to know the names of European countries in French and learn something new about the geography of Europe.

First, students look at and listen to the alphabet in French; they mark in different colors which of the letters sound similar to English and which are pronounced differently. In the next section, they are introduced to the use of diacritical marks in French; while listening to a brief description in French, they match the representation of the accents ("grave," "aigu," "circonflexe," "tréma") with the correct label. Step three focuses on the "cédille;" students are presented with three possible shapes associated with the letter "c." They examine the words printed in this unit to try and identify the correct shape.

Having discovered some of the characteristics of French pronunciation and spelling through the previous activity, students can now use this new knowledge to fill in the missing information in a map of Europe. First, they try and find out the names of the unlabeled European countries in the map from a given list. This list also shows drawings of food typical for these countries, giving students cultural information and additional clues.

The second activity with this authentic map involves finding out the greetings used

in the various countries. Each greeting is shown as a series of symbols, each symbol representing a letter. The key for this is attached to the original alphabet list at the beginning of the unit. In pairs, students take turns in working out the solution from the key and spelling the greeting for their partner to write down. The process of trying to decipher these greetings involves guessing, working collaboratively, practicing pronunciation and spelling, and general problem-solving skills.

Unit 4: *Faites de la musique!*

In this unit, students read about a music festival in Aubervilliers, France and learn new vocabulary related to musical instruments.

First, students listen to the sounds of musical instruments from a CD, number the pictures on the page in the order in which the sounds appear, and then label the instruments by selecting the appropriate French word from a list, almost all of which are cognates. Students are then given the authentic dictionary entries of two music-related cognates, "instrument" and "musique," and are asked to guess at the meaning of the abbreviations "nm" and "nf." Solutions are provided for each exercise.

Using a dictionary, students then find the genders of the musical instruments introduced at the beginning of the unit and sort them in lists of masculine and feminine nouns, each noun preceded by its appropriate indefinite article. In this way, students are guided through the discovery of grammatical genders in French, rather than being given the rules first. A game of Loto musical expands their knowledge of instruments, noun genders, and dictionary use before they recycle some of the new language by filling in an authentic application form for taking part in the Aubervilliers Festival.

Unit 6: *Jeux!*

This unit shows learners how to approach the reading of an authentic article. By examining the words and structures in the text, students are also provided with a linguistic model for the guided writing of a short article of their own.

First, learners try and work out in pairs what this short text is about: name of festival, place, number of days, admission fee, number of visitors, and similarly salient items. Then they fill in a gap text which summarizes the content of the article in simple language before they listen to the completed summary read by a French native speaker.

Next, students brainstorm on related photographs showing three games villages which are part of this festival. All suggestions are written on the board; from the list

of suggestions, the class agrees on one suitable title for each picture. The next step focuses on how to express personal preferences. Students read the short description underneath each of the three photos and select their favorite village, stating the reason for their choice by completing a simple sentence: "Je préfère ..., car j'aime...." They listen to further reasons given by two French native speakers and expand their own list accordingly.

This is followed by transferring the reasons given in the previous section to a new structure: "Si j'aime les jeux vidéo, je vais au village multimédia." Students also practice using different personal pronouns and the appropriate verb forms for "aimer" and "aller" with this structure.

This completes the preparation for the writing task; students are given two additional photos from the same festival of games. In pair work, they decide which type of person would be interested in visiting these villages and compile a list of reasons. For each photo, they then write a short paragraph of 20 words using the structures they encountered in the previous activity section.

Conclusion

Authentic articles offer interesting and challenging topics which facilitate the development of cultural and linguistic awareness. Authentic materials can also encourage students to activate and expand their existing knowledge and make connections to other subject areas. As shown in the above examples, appropriately designed task-based activities guide beginning students step-by-step in processing the new language in fun ways, in practicing their communication skills, and in developing language learning strategies.

Using the linguistic models in the authentic materials for the production of their own texts, students examine language in context and discover grammar rules for themselves. Each unit provides space for self reflection, helping learners to assess their progress and take ownership of their learning, getting them started on the road to becoming independent language learners.

Barbara Sudrow
AUTHENTIK
[bsudrow@authentikdigital.com]

References

- Krashen, S. (2004) "Free Voluntary Reading: New Research, Applications, and Controversies." Paper presented at the RELC conference, Singapore, April, 2004.
- National Standards in Foreign Language Education Project. (1999) *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.
- Willis, J. (1996) *A Framework for Task-based Learning*. Harlow: Addison Wesley Longman.

Note: *Cascade*, the new French beginning level magazine and CD, is published by Authentik Language Learning Resources Ltd. in Dublin, Ireland and exclusively distributed in the U.S. through Delta Systems. Co., Inc. Further information and sample copies are available at [www.delta systems.com/magazines].

CALENDRIER PERPÉTUEL

On what day...

- was Victor Hugo born?
- did the 1976 Olympic Games in Montreal open?
- did Léopold Sédar Senghor die?
- was the Statue of Liberty inaugurated?
- did Haiti declare its independence?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 for more information.

Answers: 26 février 1802; 17 juillet 1976; 20 décembre 2001; 28 octobre 1886; 1^{er} janvier 1804.

July 5-8, 2006, Milwaukee

Watch for updates on our Web site:
www.frenchteachers.org

Vues sur le monde francophone: culture et société



ATTENTION ALL AATF MEMBERS!

We are currently launching a campaign to promote *The French Review*. You may not realize it, but your own school library may not have *The French Review* on the shelves for your students. As you know, it can be beneficial to students as a research tool. With many articles in English, it is also useful in other fields, such as Cinema, Sociology, History, and Comparative Literature. If you have any doubts that your library has a subscription, please fill out the form below and drop it in campus mail for your librarian. *The French Review* generates funds for the AATF and also supports our organization and the cause promoting French.

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Please consider a subscription to *The French Review*. I feel it would be beneficial to my students. It also is a useful source for students in other fields, such as Cinema, Sociology, History, and Comparative Literature.

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Carbondale, IL 62901-4510

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AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

Student's Name: _____ M or _____ F
(as it should appear on the certificate, please print or type clearly)

Nominating AATF Member's Name: _____

Member's Address: _____

Member's Phone: _____ (H or W) Member's E-mail: _____

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her _____ year of French study (3 minimum).
2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No
3. He/she is a graduating senior. _____ Yes _____ No
4. He/she is a non-native speaker of French. _____ Yes _____ No
5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

_____ study abroad _____ *Grand Concours* _____ French Club _____ Officer

_____ National French Week _____ *Société honoraire* _____ Pi Delta Phi

Other _____

6. I am a current AATF member. _____ Yes _____ No

Member's Signature: _____

Awards will be mailed to the member at the school address.

- _____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)
- _____ Full Award Registration (\$35) (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

_____ Check here if the student's name should NOT be placed on the award Web site.

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org].

Credit Card # (Visa or MC only) _____ Exp. _____



City with Wings

Among the highlights of the 2006 AATF Convention is a reception in Santiago Calatrava's stunning and award-winning wing of the Milwaukee Art Museum. The *New York Times* gave rave reviews to MAM's two current exhibits (7/26/05 & 7/29/05) and *Le Monde* has heralded "le renouveau de Milwaukee autour d'une vie culturelle bien plus riche et diversifiée" (11/3/04).

MilROCKee: City of Festivals

The Convention will be held at the same time as Milwaukee's Summerfest, the world's largest music festival according to the *Guinness Book of World Records* that takes place on 75 acres



TOP TEN LIST of reasons why you should read THE *FRENCH REVIEW*:

1. You are a professional.
2. It's a forum for your own research and professional interests.
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5. Ideas for course development and curricular design.
6. Ready-to-use classroom materials.
7. A great way to keep up with the latest coinages, idioms, slang, and acronyms.
8. Wonderful ideas for summer reading.
9. It's just one of the many benefits of AATF membership.
10. *C'est une affaire!*

Prepared by Sharon Shelly
Managing Editor
College of Wooster (OH)
[sshelly@wooster.edu]

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 2-8, 2005 & 2006



2006

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AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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



American Association
of Teachers of French
Année _____

M., Mme/Mlle _____

est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Carbondale, Illinois, États-Unis d'Amérique
le _____ pour servir et
valoir ce que de droit.

La Secrétaire générale

MLA BOOK PRIZES FOR 2006

ANNUAL PRIZES WITH COMPETITIONS IN 2006

JAMES RUSSELL LOWELL PRIZE

Deadline: 1 March 2006

Definition: For an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

Eligibility: Books published in 2005; authors must be current members of the MLA. *Copies required:* Six.

MODERN LANGUAGE ASSOCIATION PRIZE FOR A FIRST BOOK

Deadline: 1 April 2006

Definition: Same as for James Russell Lowell Prize

Eligibility: Books must have been published in 2005 as the first book-length publication of a current member of the MLA. *Copies required:* Six.

MODERN LANGUAGE ASSOCIATION PRIZE FOR INDEPENDENT SCHOLARS

Deadline: 1 May 2006

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

Eligibility: Books published in 2005. Authors enrolled in a program leading to an academic degree or holding a tenured, tenure-accruing, or tenure-track position in postsecondary education at the time of publication are eligible. Authors or publishers must request an application form from the MLA. Authors need not be members of the MLA. *Copies required:* Six. Return completed application with copies.

ALDO AND JEANNE SCAGLIONE PRIZE FOR COMPARATIVE LITERARY STUDIES

Deadline: 1 May 2006

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

Eligibility: Books published in 2005; authors must be current members of the MLA. *Copies required:* Four.

ALDO AND JEANNE SCAGLIONE PRIZE FOR FRENCH AND FRANCOPHONE STUDIES

Deadline: 1 May 2006

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

Eligibility: Books published in 2005; authors must be current members of the MLA. *Copies required:* Four.

KENNETH W. MILDENBERGER PRIZE

Deadline: 1 May 2006

Definition: For a scholarly book in the fields of language, culture, literacy, or literature with a strong application to the teaching of

languages other than English.

Eligibility: Books published in 2005; authors need not be members of the MLA. *Copies required:* Seven.

Note: A book that has strong applications to the teaching of English and languages other than English may also be a candidate for the Mina P. Shaughnessy Prize (but may be awarded only one prize).

MINA P. SHAUGHNESSY PRIZE

Deadline: 1 May 2006

Definition: For a scholarly book in the fields of language, culture, literacy, or literature with a strong application to the teaching of English.

Eligibility: Books published in 2005; authors need not be members of the MLA. *Copies required:* Seven.

Note: A book that has strong applications to the teaching of English and languages other than English may also be a candidate for the Kenneth W. Milkenberger Prize (but may be awarded only one prize).

BIENNIAL PRIZES WITH COMPETITIONS IN 2006

ALDO AND JEANNE SCAGLIONE PRIZE FOR A TRANSLATION OF A LITERARY WORK

Deadline: 1 April 2006

Definition: For an outstanding translation into English of a book-length literary work.

Eligibility: Books published in 2005; translators need not be members of the MLA. *Copies required:* Six plus copies of 12-15 pages from the original text.

Note: The Scaglione Prize for a Translation of a Literary Work is given each even-numbered year, while the Lois Roth Award for a Translation of a Literary Work is given each odd-numbered year. Each competition is open to translations published in the year preceding the year in which the award is given. Definitions and criteria are the same for both awards.

MLA PRIZE FOR A DISTINGUISHED BIBLIOGRAPHY

Deadline: 1 May 2006

Definition: For an outstanding bibliography in the field of modern languages and literatures, composition theory, folklore, or linguistics. Editions may be in single or multiple volumes.

Eligibility: At least one volume must have been published in 2004 or 2005. Editors or compilers need not be members of the MLA. *Copies required:* Four.

BIENNIAL PRIZES WITH COMPETITIONS IN 2007

Detailed announcements of these awards are available on request.

- **Morton N. Cohen Award for a Distinguished Edition of Letters** (For translations published in 2005 or 2006)
- **Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature** (For scholarly works published in 2005 or 2006)
- **MLA Prize for a Distinguished Scholarly Edition** (For editions published in 2005 or 2006)
- **Lois Roth Award for a Translation of a Literary Work** (For books published in 2006 only)

INFORMATION ON MLA PRIZES

An application form is required for submissions to the MLA Prize for Independent Scholars. Shipments of books should be preceded or accompanied by letters identifying the works and, where necessary, confirming the authors' membership in the MLA. Shipping labels should indicate the names of the prizes for which the books are competing. An author who is not a member of the MLA at the time of publication may become eligible to compete by joining the association before May 1 of the following year. *No book may be entered in more than one MLA competition.*

Unless otherwise noted, "literary studies" here encompasses works of literary history, literary criticism, philology, and literary theory, as well as works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.

For detailed information about specific prizes, call or write the MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Telephone: (646) 576-5141; E-mail: [awards@mla.org].

**MARK YOUR
CALENDAR!
JOIN US IN
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**Attend the 79th annual AATF
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Milwaukee.**

**Join more than 500 col-
leagues from across the U.S.
as we celebrate the French
language and all its cultures.**

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, 78.6 (May 2005). Les activités se trouvent à la page 17.

- I. 1. pour; 2. de; 3. de; 4. sans; 5. d'; 6. à; 7. après; 8. sans; 9. avant; 10. de façon à
- II. 1. Nous y avons dégusté de bons vins.
2. Des gendarmes l'ont arrêté.
3. Où les avez-vous vus?
4. Nous n'en avons pas acheté.
5. Les eurodéputés sont élus par eux.
6. Nous avons fait beaucoup de boulettes.
7-8. Est-ce qu'il le lui a donné?
9. En avez-vous dégusté?
10. Je vous offrirai une bonne tourte.
- III. 1. Le coach de l'équipe perdante a été mis en colère par cet arbitrage.
2. Les vrais champagnes risquent-ils d'être concurrencés par les crémants?
3. Le non-port du casque sera sévèrement condamné par les gendarmes.
4. Le conducteur fut arrêté en état d'ivresse.
5. Ces chèques falsifiés n'avaient pas encore été utilisés par le commerçant.
6. Le port du casque a-t-il été ordonné par le Ministre des Transports?
7. La fête qui sera organisée par les forains déplaît aux riverains.
8. Les militaires européens ont décidé que des missiles soient basés en Turquie.
9. Veillez à ce qu'aucune bétise ne soit faite par ce professeur.
10. Je ne veux pas que de tels produits financiers soient placés par cet homme véreux.
- V. 1. La Grande Roue, le Train Fantôme, le Grand Huit...
2. le non-port du casque, conduite en état d'ivresse, ne pas avoir attaché sa ceinture de sécurité, avoir franchi un stop, avoir émis des chèques sans provision, avoir tué ses parents, avoir falsifié des chèques...
3. des salaisons, des vins, des plats préparés (quiches, tourtes), des charcuteries (saucissons, terrines)
4. eurosceptiques, eurocrates, eurovision, eurostratégie, eurodéputé, euromissiles, eurodollars...
5. des vins de table, des grands crus, des vins jaunes, des pelures d'oignon, des vins longs en bouche, des vins godelyants.

AATF SMALL GRANTS

At the Quebec Convention, the Executive Council again renewed the AATF Small Grants program for 2006 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. Matching funds from the chapter to which the applicant belongs or from another source must be committed. 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, 2006**: (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 2006 are encouraged.

AATF MEMBERSHIP DRIVE 2006

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 three-for-one incentive to current members to recruit new members. If the current member can get three new members to join, 2006 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 2006, 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!

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at

www.languagepolicy.org

TURBO CODE INVENTOR CLAUDE BERROU NAMED 2005 MARCONI FELLOW

Claude Berrou, who with his late research partner, Alain Glavieux, invented turbo codes, thereby solving a data communications puzzle that had evaded researchers for 40 years, has been named the 2005 Fellow of the Marconi Society. The award will be presented to Professor Berrou at the annual Marconi Society awards dinner in New York City by François Delattre, *Consul général of France*.

From 3G telephones to pictures from deep space, Berrou's turbo code invention improves daily life and aids in the quest for discovery.

Commenting on his nomination, Berrou noted, "When I heard this good news, my first thoughts were for my dear colleague and friend, Alain Glavieux, recently deceased. Alain played a large part in the advancement of my research work, and I will remain infinitely grateful to him. The Marconi Prize is not only recognition of work accomplished, but it is also an invitation to pursue our efforts, to continue training young researchers and engineers, to spread knowledge, and to promote the pioneering scientific spirit so well illustrated by the career of Guglielmo Marconi. I am also pleased to represent France, a country so geographically, historically, and culturally close to Marconi's native country."

When Guglielmo Marconi transmitted radio waves linking two countries—and later, two continents—he confounded a scientific community convinced that wireless signals could not bridge the curvature of the earth. Almost a century later, Claude Berrou and the late Alain Glavieux, in the tradition of their innovative predecessor, were greeted with similar skepticism when the two unknown professors from the *École nationale supérieure des télécommunications de Bretagne* in Brest, France, stunned the assembly at the 1993 IEEE International Con-

ference on Communications in Geneva with their seminal paper introducing turbo codes. Recalling the astonishment and incredulity that permeated the audience, renowned information theorist and 1999 Marconi Prize winner James L. Massey credits the pair with "inciting a true revolution in communications."

Established in 1974 through an endowment by Gioia Marconi Braga, the Society is best known for the Marconi Prize, awarded annually to an outstanding individual whose scope of work and influence emulate the principle of "creativity in service to humanity" that inspired Guglielmo Marconi, the father of modern communications. Through symposia, conferences, forums, and publications, the Marconi Society promotes awareness of major innovations in telecommunications with particular attention to understanding how they change and enhance society. Additional information is available at [www.marconifoundation.org].

True heirs to 2000 Marconi Lifetime Achievement Award recipient Claude Shannon, whose 1948 paper setting forth a solution to overcome the noise inherent in communications channels first laid out the basic principles underlying digital communications and storage, Berrou and Glavieux revealed that turbo codes made it possible to approach 0.5 dB of the Shannon threshold for an error-free communications channel. While the theoretical implications of their work launched a spate of activity in academic and corporate laboratories, the practical aspects have altered the design of communications systems throughout the world for deep space applications; third generation mobile phones that generate pictures, video, and data; and digital audio and video broadcasting.

Darcy Gerbarg, executive director of the Marconi Society, noted that "Claude

Berrou's groundbreaking work ushered in a new era in digital communications. His relentless scientific curiosity and his commitment to nurturing future generations of researchers characterize the spirit and work of a distinguished roster of Marconi Fellows."

Professor Berrou will join a select cadre of 34 of the world's most influential communications technology pioneers who since 1975 have been awarded the honor named for Guglielmo Marconi, 1909 recipient of the Nobel Prize for pioneering wireless transmissions. Recent Marconi Fellows include Sergey Brin and Larry Page, founders of Google; Robert Metcalfe, inventor of the Ethernet; Robert Gallager, creator of advanced communications codes; and Tim Berners-Lee, architect of the World Wide Web.

Feed the imagination as well as the palates of those you are trying to reach.

Remind the public of all the wonderful and useful reasons to learn French.

Entertain with student or guest performances or films.

Network with French teachers, French speakers and Francophiles in the community, and the local media.

Celebrate the French-speaking heritage both within the U.S. and around the world.

Highlight for others what your students are doing in the class-room to make learning French enjoyable and meaningful.

NEW! "LA VIE DES MOTS" COLLECTION

Available December 1, 2005. We have collected five years worth of original "La Vie des Mots" texts, the accompanying "Mots chassés" from the *National Bulletin* as well as the *Corrigés* in one volume. \$15 each or \$12 each for orders of more than 5 copies.

_____ "La Vie des Mots" x \$15 = Total enclosed _____

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2006

**Northeast Conference
on the Teaching of
Foreign Languages
New York City
March 30-April 2
www.dickinson.edu/
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2006 Summer Program in Belgium

la Communauté Française Wallonie-Bruxelles Belgique offre

Deux (2) bourses d'été à des membres de l'AATF pour participer à un stage de perfectionnement en langue française à l'Université de Liège, Belgique,
<http://www.ulg.ac.be/islvfr>.

Droits d'inscription (tuition), logement, assurance maladie et repas sont couverts par la bourse.

Paying teachers are welcome: first come, first served!
Cost: approximately 1225 € (tuition, lodging, excursions, meals)

Description du programme:

- Dates: du 3 au 21 juillet 2006 (3 semaines)
- Logement: résidence universitaire située au centre de la ville de Liège à trois minutes de l'université; chambre individuelle avec salle de bains et cuisine à partager. La chambre est réservée dès le 2 juillet et jusqu'au 21 juillet midi.
- Cours: 45h de cours de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)
 - matin : 9h à 13h30
 - 3 ou 6 crédits peuvent être obtenus selon les universités américaines
 - Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale
- Week-ends: Libres - Maintien du logement

FOR MORE INFORMATION AND APPLICATION, PLEASE CONTACT
Your local AATF Chapter or

Eliane De Pues-Levaque
Représentante permanente
Bureau Wallonie-Bruxelles en Louisiane
walbrula@aol.com

For paying students:
Mme Laurence Wery
Université de Liège
laurence.wery@ulg.ac.be

NEW EDITOR SOUGHT FOR THE *MODERN LANGUAGE* JOURNAL

Professor Sally Sieloff Magnan will be stepping down as editor of the *Modern Language Journal* effective with the last issue of Volume 91 (2007). A new editor will be named effective with the first issue of Volume 92 (2008), which goes to press in mid-October 2007. The new editor will begin receiving manuscripts for consideration in July 2007. Although no fixed term of office exists, the new editor should be willing to serve a minimum of three years. A modest honorarium and budget for office expenses accompany the position. The new editor is expected to name his/her own editorial staff, editorial board, and associate editors.

Qualifications: The ideal candidate will have a background in Applied Linguistics/SLA/ Foreign Language Education; strong scholarly record; familiarity with quantitative and qualitative research paradigms; and experience in teaching a foreign language in the U.S. Prior editorial experience and EFL/ESL background helpful but not essential.

Application Procedure: Those interested in the position should submit as electronic attachment: (1) a letter expressing interest, qualifications, and proposed policies and plans for the *MLJ*; (2) an up-to-date cv; (3) a statement of support from the applicant's dean and/or department chair outlining the institutional support that would be guaranteed, e.g., release time, a part-time secretary or research assistant. The deadline for applications and nominations is **February 28, 2006**. Direct nominations, applications, and inquiries to: Dr. Heidi Byrnes, Chair, *MLJ* Editor Search Committee, German Department, Georgetown University, Washington, DC 20057. Telephone: 202-687-8386. E-mail: byrnesh@georgetown.edu.

NEW! ARMES DE PARIS MEDAL

We have finally been able to replace the bronze *Armes de Paris* medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



_____ medals x \$18 (3 for \$45) = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

2006 National French Contest

Dates

**Elementary School:
February 21 - 28**

**Middle/High School:
March 1 - 25**

100 WAYS FOR TEACHERS TO MOTIVATE STUDENTS IN FRENCH SECOND LANGUAGE PROGRAMS

Be professional

- 1 Be competent in oral and written French. Maintain your skills.
- 2 Plan varied, interesting, and appropriate lessons and be very organized.
- 3 Motivate students through knowledge of their interests, needs, aspirations and learning styles. Create questionnaires to discover this information.
- 4 Let students know you care about their progress.
- 5 Treat all students fairly.
- 6 Present work sequentially to enhance learning: listening, speaking, reading and writing.
- 7 Develop strong classroom management skills. Observe other teachers, read books, watch videos, discuss with other French teachers. Base your program on respect.
- 8 Evaluate regularly and return tests quickly.
- 9 Be professional in speech, manner and dress.
- 10 Attend language conferences and join subject organizations that promote French: AATF [www.frenchteachers.org]; OMLTA: Ontario Modern Language Teachers' Association: [www.omlta.ca], CPF: Canadian Parents For French: [www.cpf.ca].
- 11 CAIT: Canadian Association of Immersion Teachers: [<http://acpi.scedu.umontreal.ca>]; CASLT: Canadian Association of Second Language Teachers: [www.caslt.org]; and other provincial or state organizations
- 12 Order excellent French resources to enhance your program. Check out resources with Curriculum Services Canada's seal of approval at www.curriculum.org.
- 13 Plan for your own professional development as a French Foreign Language teacher.

Plan for fun

- 14 Ask students what they would like to learn or do in their French classes.
- 15 Use communicative activities at the beginning of each class and during the lesson to allow students to change languages and talk about things that interest them. Include surveys, group work, co-operative learning activities.
- 16 Organize a "Counting Contest" or a "Win a Trip to France Contest" [cherh@nipissingu.ca].
- 17 Order films and videos in French for second language learners.
- 18 Organize something special once a year for each class such as a "Soupe aux pois" luncheon, a potluck luncheon,

Crêpe Day, or a "Café au lait" class.

- 19 Invite Francophone or bilingual guests into the classroom or the school for musical concerts, theater, story-telling, legends, puppet shows or folk-dancing. Many excellent resources on these topics are available for teachers from *le Centre Franco-Ontarien de Ressources Pédagogiques*: [www.cforp.on.ca].
- 20 Incorporate French games made commercially, by teachers, or by students into the program.

Teach with music

- 21 Sing or listen to French music every day with your students. Music provides an excellent example of correct language for students as they memorize the songs and retain the language. Use music to prevent or correct errors in French. A CD of contemporary, upbeat music created by top Canadian musicians for students ages 9-16+ is available through Sound Language Solutions: [www.soundlanguagesolutions.com].
- 22 Introduce action songs and create your own actions for songs.
- 23 Collect music for French Second Language learners. There are many artists like Jacquot, Matt Maxwell, Gregg LeRock, Étienne, Charlotte Diamond, Carmen Campagne, Annie Brocoli, Suzanne Pinell as well as many others.
- 24 Introduce a new song every week and play music while students enter the classroom to create a French ambience.
- 25 Prepare students to present air bands and dances, or create videos with the music.
- 26 If the CDs have sound tracks, let students create new songs and present with the sound track.
- 27 Learn to play the guitar or teach students to play the guitar using only two chords, D and A7. You will be able to play and sing twenty-five songs in French. Available in "Chansons faciles pour la guitare", Éditions Soleil Publishing Tel: (905) 788-2674.
- 28 Encourage student performance. Students like to present songs in front of real audiences: parents, the principal, other teachers and classes, at assemblies, during, and at special events in the community. Why not provide the opportunity during National French Week?
- 29 Distribute song sheets and create song booklets. When younger students can sing the songs and have illustrated them, they can give them to their par-

ents for Christmas or other special occasions.

- 30 Organize a tour in your region for Jacquot who presents dynamic concerts in French for younger students. [www.jacquot.net].

Integrate French into the curriculum

- 31 Computers: create projects using information technology such as PowerPoint presentations, spreadsheets, graphs, the Internet, or Web sites.
- 32 Drama: present dialogues, poetry, plays, songs, or *saynètes* in French.
- 33 Dance: have students create dances for French songs or present French Canadian folkdances.
- 34 History: invite presenters like Grace Morrison into the school [Tel: (416) 292-9432], to role-play the lives and times of "Les fondateurs de la Nouvelle France." Have students create a family tree noting anyone in their family who speaks French or who traveled to French speaking countries.
- 35 Art: present the works of Francophone artists from France, Quebec or other Francophone countries. Students can interpret poetry through art or illustrate songs or literature.
- 36 Physical Education: Get free material from The Heart and Stroke Foundation and have students Jump Rope for Heart in French. [<http://tqjunior.thinkquest.org/5407>]
- 37 Geography: students conduct research and make presentations on French speaking people in Canada or around the world. Découvrons le Canada: [www.geocities.com?Paris/Bistro/7445/dbsite.htm].

Organize authentic activities

- 38 Invite French speaking visitors into the classroom: other French teachers, artists, parents, students in immersion or secondary schools.
- 39 Plan field trips to Quebec City, Montreal, St. Donat, or France.
- 40 Organize pen pals from French speaking countries.
- 41 Set-up e-mail exchanges for students.
- 42 Have your students participate in a the National French Contest.
- 43 Organize exchanges for students to Quebec, France or a French-speaking country.
- 44 Visit Francophone cultural centers or Francophone schools in your region.
- 45 Dine in a French restaurant. Order and communicate in French only.
- 45 Plan writing activities where students send letters or postcards to organiza-

tions in France, Quebec, or around the world asking for information or free materials.

Make use of free resources

- 46 Order free materials from tourist bureaus or embassies.
- 47 Have senior students post "Proud to speak French" messages in the halls of the school. Example: "Learning French is like discovering a new world with new eyes and new ears, but with the same familiar heart."—Laura Vardon, grade 12.
- 48 Provide posters of animals or birds to students who read the bilingual posters correctly: Office of the Commissioner of Official Languages, [www.ocol-clo.ca].
- 49 Resources for secondary students: [www.ocol-clo.ca].
- 50 Have students access free educational Web sites where they have access to grade appropriate, interesting activities in French such as (a) AATF (Self-study guide to the World Wide Web in French) [www.frenchteachers.org]; (b) OMLTA [www.omlta.ca]; (c) Canadian Parents for French [www.cpf.ca]; (d) Department of Canadian Heritage: [www.pch.gc.ca]; (e) TVO [www.tvo.org/edulinks].
- 51 Access secondary FSL course profiles at www.curriculum.org. You can download and use or adjust these units for your class.
- 52 Access elementary units in FSL at [www.ocup.ca].

Teach French-Canadian culture

- 53 Teach students to play the spoons to French-Canadian folksongs.
- 54 Contact the Francophone community centre or arrange with a consultant to have *Bonhomme* visit the school during *Carnaval*.
- 55 Celebrate a school-wide "Carnaval de Québec" by organizing with all the other teachers an afternoon of outdoor activities.
- 56 Distribute the recipe for *La Tire*. Have one student bring some in to share with everybody on November 25, *la Fête de la Sainte Catherine*.
- 57 On January 6, if you are back from Christmas holidays, celebrate *la Fête des Rois* with cakes brought in by the students. The student who finds the bean in the cake becomes the *le roi* or *la reine* for the day.
- 58 Show the videos of award winning cinematographer Frédéric Bach: *Crac!*, *Le fleuve aux grandes eaux*, *L'homme qui plantait des arbres*.
- 59 Design a research project on famous French Canadians.
- 60 Do an Internet search to find the music of popular Francophone singers.

- 61 Purchase the resources (texts and CD) of Andrea Haddad. Invite her into your school to present aspects of French Canadian culture: andrea@rigodon.net

Inspire your students

- 62 Find the "star" in each child, that quality or characteristic that makes him or her very special and unique; that which makes each child "shine."
- 63 Celebrate success! Post great test results, artwork, and projects in the hall.
- 64 Announce good news stories related to the French program in morning announcements, the school newsletter, or the local paper.
- 65 Share with students the advantages of bilingualism and the opportunities they will experience in the future.
- 66 Discuss or have students explore career options for bilingual students. An excellent free resource is Destination 2020 available in English or French from the Canadian Career Consortium [info@carriereccc.org]. Print copies for high school students.
- 67 Tell students about opportunities available to them: exchanges, jobs, co-op placements, summer camps. Contact OMLTA for copies of articles published in Communications: "Opportunities for University Language Students" C. Harvey 2002, and "Opportunities for Secondary School Language Students" C. Harvey 2000.
- 68 Encourage students to be proud of themselves and their family backgrounds. Provide a free copy of "Conte-moi ta vie" and have students work with their parents to fill it out. They can present themselves in class then decorate the halls of the school: Citizenship and Immigration Canada.
- 69 Have students enter any national, provincial or local contests for second language learners.
- 70 Inform students of scholarships, bursaries or grants for further study in French.
- 71 Make sure there are prizes such as money, dictionaries, or French books to be handed out at graduation for top academic performance in French in middle schools as well as high schools.
- 72 Organize a French Club.
- 73 Suggest to younger students that they create a bag or box entitled "Mes Trésors Français" in which they keep their worksheets, games, puppets, art and games that they make at school. At the end of the year organize a "Share and Pair" day when the students bring in their bags, share their treasures and review French in small groups.
- 74 Encourage students to start a collection of "something French"—French cas-

settes, CDs, stamps, money, post-cards, pictures, fashion ideas, hockey cards of French players, scrapbook of the TGV or French soccer players, photos of people in their family who speak French, French recipes, Eiffel Towers etc.

- 75 If children take ballet lessons or play the piano, let them perform in class using French music.
- 76 If older brothers or sisters have visited Quebec or France, invite them to talk to your class about their trip.

Communicate with parents

- 77 Encourage parents to volunteer for a variety of things in the French program. Parents can listen to students count, read, sing or tell stories in French; help with bulletin boards; help with fund-raising programs for the French program; help with luncheons; chaperone excursions; talk about their trips to Francophone countries.
- 78 Purchase "Welcome to French" kits (\$10) for each student or offer to order them for interested parents [info@sls1.ca].
- 79 Tell parents about the book "French Immersion, Yes, You Can Help" National Revised Edition. Alberta Education. Tel: (403) 427-2767. An inexpensive but very informative book (\$10). Offer to order it for them.
- 80 Organize a Parents' Night for "French in our School."
- 81 Provide pamphlets and brochures to parents so they can support the French program. These are available free of charge or for a small fee from
- 82 the AATF [www.frenchteachers.org].
- 83 Canadian Parents For French [www.cpf.ca].
- 84 Canadian Association of Immersion Teachers [acpi.scedu.umontreal.ca].
- 85 Canadian Association of Second Language Teachers [www.casl.org].
- 86 Create a newsletter to outline the highlights of the French program.
- 87 Send Happy-grams or certificates of appreciation home to parents who have volunteered or assisted with the French program.
- 88 Telephone parents with a "Good News" call when their children do something well.
- 89 Send quiche recipes to mothers for Mother's Day called "Quiche me quick, Maman."
- 90 Students who watch French television, cartoons or DVDs (with a note from their parents) get a star or special privilege in French class.
- 91 If parents help children study for their French tests send a little note of thanks to them.

- 92 Make sure French is visible throughout the school so parents are aware of the French program every time they enter the school.
- 93 Display the series of posters "Why Learn French?" available from Éditions Soleil Publications. Tel: (905) 788-2674.

Take French into the community

- 94 Organize an evening to sing French Christmas carols with children in your neighborhood or in a retirement home.
- 95 Ask the local newspaper to photograph your students when you organize special events in French (*Carnaval*, Parent's Night, National French Contest, guest performer, or if the students are presenting plays, concerts, or air bands).
- 96 If the community organizes a fall fair, winter festival, Christmas Walk or parade, arrange to have your students sing or perform in French.
- 97 Have your class read a story, present a play, or sing songs to students in a nearby school.
- 98 Write a short article on the exceptional progress of a student or a class for the educational column of your local newspaper or for your local TV station.
- 99 Organize a display of students' work for the Board Office or City Hall.
- 100 Have students create a video of songs or skits titled "We're Learning French!" to show during community events.
- Dr. Cher Harvey
Nipissing University (Ontario)
[cherh@nipissingu.ca]

ÊTES-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low. National Board Certification in Spanish and French has been available for four years, yet as a professional group, French Teachers are far behind in participation. The number of candidates directly impact whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer

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 \$.70 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 [ahanson@siu.edu].

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2006 AATF ANNUAL CONVENTION HYATT REGENCY HOTEL MILWAUKEE, JULY 5-8, 2006!

2005 AATF GRANT WINNERS

We are are pleased to announce that the following AATF members and chapters have received AATF Small Grants or National French Week Grants, totaling more than \$8500.

- Diane Adler (North Carolina Chapter): \$500 for a French festival
- Jennifer Bonn (Georgia Chapter): \$500 National French Week Grant
- Melissa Dameron-Vines (Florida Chapter): \$500 National French Week Grant
- Marie-Magdeleine Chirol (Southern California Chapter): \$500 for a National French Week Theater Program
- Donna Czarnecki (Chicago/Northern Illinois Chapter): \$500 National French Week Grant
- Harlan Fredenburg (Oregon Chapter): \$500 for a Cabaret Night
- Mimi Hagedorn (Kentucky Chapter): \$500 for an Exchange Project
- Catherine Hobby & Sylvie Charron (Maine Chapter): \$500 for an African Program
- Debra McDaniel (Kentucky Chapter): \$500 for a French teaching assistant
- Patricia Olderr (Chicago/Northern Illinois Chapter): \$500 National French Week Grant
- Josephine Orlando (Suffolk, NY Chapter): \$500 National French Week Grant
- Sandra Rands (Oregon Chapter): \$150 for an Immersion Day
- Barbara Rusterholz (Wisconsin Chapter): \$315 for a Mardi gras Festival
- Lori Stites (North Carolina Chapter): \$235 for Project CAFE
- Will Thompson (Tennessee Chapter): \$350 for Célébrons le français!
- Cobb County School District (Georgia Chapter): \$500 National French Week Grant
- Connecticut Chapter: \$500 National French Week Grant
- Metropolitan New York Chapter: \$500 for the Annual Gala
- Western New York Chapter: \$500 National French Week Grant



New Volume From The AATF
Commission on Cultural Competence

Le Québec aujourd'hui. Identité, société et culture

Marie-Christine Weidmann Koop, ed.

Presses de l'Université Laval, 2003
ISBN 2-7637-8032-6. Pp. xi + 309. Can \$30.
May be ordered from www.ulaval.ca/pul

Table des matières

Avant-propos & Introduction - Marie-Christine Weidmann Koop

I. HÉRITAGE HISTORIQUE ET IDENTITÉ QUÉBÉCOISE

- Modernité et histoire des idées au Québec. Une perspective historiographique - Éric Bédard
- La politique d'une société distincte et plurielle - Louis Balthazar
- Le Québec au sein de la fédération canadienne: entretien avec Stéphane Dion - Dominick De Filippis

II. INSTITUTIONS ET QUESTIONS SOCIALES

- La politique au Québec: état des lieux - S. Pascale Dewey
- Le système éducatif québécois: histoire, organisation et enjeux - Marie-Christine Weidmann Koop
- Le mouvement des femmes au Québec: histoire, défis et contributions à la société québécoise - Chantal Maillé
- Les autochtones et le Québec - Éric Gourdeau

III. ASPECTS CULTURELS

- Langue française et politique des dictionnaires au Québec - Mark West
- Défis et dilemmes de la modernité artistique au Québec: le cas de Jean Paul Lemieux - Louise Vigneault
- Arts et traditions populaires du Québec: la protection de la culture « vivante » - Lise Fournier

IV. LITTÉRATURE ET CINÉMA AU QUÉBEC

- Lieux de mémoire: l'imaginaire québécois à travers le roman, 1900-1970 - Renée Norrell et Warren Johnson
- *Up Against the Jowl*: dépaysements linguistiques et le théâtre québécois - Ritt Deitz
- Les origines de l'écriture migrante. L'immigration littéraire au Québec au cours des deux derniers siècles - Daniel Chartier
- Le roman à l'écran: trois modèles d'adaptation dans le cinéma québécois - Colette G. Levin

V. RESSOURCES SUR LE QUÉBEC

- L'identité québécoise en ligne - Thomas M. Carr, Jr.
- L'organisation des études québécoises aux États-Unis: le rôle de l'American Council for Québec Studies - Émile J. Talbot
- L'Association internationale des études québécoises (AIEQ) et le Québec comme objet d'étude - Robert Laliberté

Appendice - Brève chronologie du Québec - Marie-Christine Weidmann Koop

FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-74 (1927-2002) 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 3 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. Information regarding J-STOR is available at [www.jstor.org].

**PLAN NOW TO CELEBRATE NATIONAL
FRENCH WEEK
NOVEMBER 2-8, 2005 & 2006**

STAGES AU QUÉBEC

Cinq bourses pour un stage en langue, culture et société québécoise sont offertes aux membres de l'AATF par le Ministère des Relations internationales du Québec (MRIQ). Les objectifs du stage sont le perfectionnement en didactique du français et l'approfondissement des connaissances du Québec, de sa culture et de sa population. Les candidats doivent (1) enseigner le français ou être responsable de l'encadrement de professeurs de français; (2) maîtriser le français écrit et oral; (3) être citoyen ou résident des États-Unis; (4) être membre de l'AATF; et (5) fournir l'original d'un certificat de naissance ou une copie certifiée. Le stage est offert à l'Université Laval (Québec) ou à l'Université de Montréal. Le MRIQ attribuera les affectations en tenant compte, lorsque possible, de la préférence exprimée par le candidat.

Le programme du stage comprend trois volets: linguistique (production et correction de points de grammaire adaptés aux besoins des étudiants et production et correction phonétique en laboratoire), didactique (atelier pratiques permettant d'exploiter différentes stratégies d'enseignement, observation de classes d'immersion en français, du niveau élémentaire au niveau supérieur et tables rondes favorisant les échanges professionnels) et culturel (conférences données par des spécialistes touchant les volets historique, linguistique, littéraire, politique et social du Québec et sorties à caractère pédagogique, culturel et social).

La bourse couvre les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 150\$ Can. destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport. Le transport du lieu de départ au lieu du stage, les dépenses personnelles et une franchise de 50\$ Can. pour le recours à l'assurance sont à la charge des boursiers. Cinq bourses seront offertes, une par région correspondant aux circonscriptions des délégations du Québec aux USA. Voir la page 11 pour les renseignements concernant les candidatures.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec.

VISIT THE JNCL WEB SITE
www.languagepolicy.org

REPAIRING AFTER ONE STORM, PREPARING FOR THE NEXT: AATF ADVOCACY

The words "repairing" and "preparing" are not that far apart when you just say them. However, doing one is a lot more desirable than doing the other, and solid preparation can certainly shorten repair after a storm. So it should be with AATF advocacy. While we do answer distress calls, we are also creating the resource base to deal with trouble before it happens. Whole chapters can be of help in this preparation by maintaining a digital membership list in order of location, so that the nearest potential advocate for French can most easily be identified. Members can volunteer to support nearby French programs in trouble, whether the teacher is a member or not, and they can profile their own institutions and districts, in anticipation of any difficulties that could arise on home turf. They also need to be vigilant about developing situations in districts around them. Most of all, they need to speak up when they know something is wrong. We cannot fix a problem which is invisible to us.

There are certainly parallels between our advocacy efforts and surviving a storm. Both can involve arguments to politicians for the allocation of funds, and both can require volunteers with a variety of skills. In both, the timing of relief is crucial. But how can advocacy be effective in a category five budget crunch and a political meltdown? You have your best chance if the following elements are in place:

- a general respect for the usefulness of foreign languages;
- solid French programs, with enthusiastic, caring and well-prepared teachers, who
- resolutely promote French on a regular basis;
- a chapter advocacy coordinator with active horizontal and vertical connections to members, other French teachers, school officials, parent groups, school-board members, members of the business community with international interests, etc.;
- permanent and universally-available state-specific information resources making possible a powerful argument for French locally;
- a rapid mobilization plan based on real local knowledge;
- solid national resources unencumbered by bureaucracy, as you will find on our national advocacy Web site, for which I am personally responsible: Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml].

Here again is what an AATF chapter advocacy coordinator or liaison does. It is worth repeating the expectations outlined

in the September 2004 *AATF National Bulletin* (page 3) and on our Web site [www.frenchteachers.org], because so many still ask what is involved in this work:

1. Work with other chapter members or with other chapters (in multi-chapter states) to make available state-specific advocacy materials on a Web page.
2. Organize information pertinent to the status of French in their chapters. This might include some of the answers to queries in the district and state profile lists Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml].
3. Maintain a name and address list of influential people in the chapter (state supervisors, state and national representatives and senators, allies in business, state foreign language association contacts, etc.).
4. Identify members and interested allies who are willing to travel and speak, those who are willing to phone, and those willing to write letters.
5. Create, or be ready to create, correspondence templates for letter writing campaigns.
6. Put the call out that you are interested in any sign that a French program will be cut, scaled back, replaced by something else, or that someone is struggling to introduce a French program in a district where there is none.
7. If possible, map out where chapter members are geographically, so you can call on those near trouble spots.
8. Share ideas, success and failure stories with other chapters.

We now have appointed chapter advocacy liaisons in the following states: Arizona, Delaware, Georgia, Idaho, Iowa, Illinois, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, New Hampshire, New Mexico, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Washington DC, Wisconsin, and a designated webmaster in California. In the case of multi-chapter states, only New York has more than one chapter on board. In some cases chapter presidents are working as temporary advocacy liaisons while waiting for permanent volunteers to coordinate their efforts. In several chapters, I have seen calls for such volunteers on chapter Web sites, and I expect we will see more state-specific Web sites soon.

One more note about storms. The area of the U.S. most affected by Hurricane Katrina had a population of nearly 2.5 mil-

lion people. In many cases, education is even now severely disrupted, because children have had to seek it in schools outside of their former communities. This also means that a lot of good French programs are no longer in existence. As these communities are rebuilt along with educational facilities, we will need to be ready for a kind of advocacy job which we never experienced or even anticipated. I believe the seed of our future success in this unknown territory lies somewhere in the kind of preparedness I have suggested. A number of French-speaking countries have volunteered assistance for Katrina's unfortunate victims. Let us respond with a determination that our children will be able to thank them in their own language.

Robert D. Peckham
AATF Vice-President
University of Tennessee at Martin
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What's New in the French Review?

Vol. 79, No. 2 (December 2005)

Articles include the titles below and more:

- "Une France plurilingue"
- "Re-presenting the Orient: A New Instructional Approach"
- "Professional Masters Degrees in Language Disciplines"
- "L'Inscription du corps féminin dans *Prénom Carmen* de Godard et *La Belle Noiseuse* de Rivette"
- "Le Roman francophone en Afrique subsaharienne (1995-2000)"
- "Reappearing Objects in *La Chanson de Roland*"
- "Entretien avec Marie-Célie Agnant"

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

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 2-8, 2006**

*Take French out of the
classroom and into the
community!*

HOW TO RECRUIT STUDENTS AND SUPPORT TEACHERS

Support students and they will be motivated to learn; support teachers and they will be empowered to teach. Such is the assumption that underlies the suggestions made here. One cannot deny the relationship between teachers' morale and energy and the enthusiasm and performance of students. The need to recruit students and support teachers is not a novel realization, yet attempts to address these issues have often yielded insufficient results. The two issues of student recruitment and teacher support still remain issues of paramount importance. We still need to ask: how do we ensure that teachers receive the appreciation and support they need and how do we guarantee that students gravitate to French classes in spite of scheduling constraints, competition from other languages, and Francophobia?

Although French and France have experienced challenges over the past few years, our students are steadfast in their loyalty. They share our love for French culture and language, and their parents appreciate our efforts on behalf of their children. It then follows that engaging students and parents in a partnership to further the cause of the promotion of French is a natural process. Harnessing this positive energy by installing a "Friends of French" Club in every school, will take the classroom into the community and bring the community into the classroom, thus developing grass roots support for French.

The proposed "Friends of French" Club will not overburden an already overworked teacher. It may simply consist in revamping a French Club already in existence by inviting non-traditional individuals to become active members. In addition to the teacher-advisor and students who usually make up French Clubs, the "Friends of French" Club will comprise friendly parent representatives, a guidance counselor, a school administrator, teachers and students from other disciplines, and retired teachers. The Club as a whole will meet twice a year. The first meeting will serve as the forum for familiarizing everyone with the goals of learning French and assigning various roles and responsibilities to each member. The second gathering will enable the group to review the year's activities and plan for the future.

Naturally, roles will be assigned according to each member's talents, resources, and inclinations. For example, counselors, better informed about the relevance of French because of their participation in the Club, will be more effective recruiters of students of French. Members of the community will serve as resources for soliciting funding and support for field trips and other

cultural activities. As for parents, their role will be of the utmost importance since they will handle all publicity. They are our biggest allies because they have a vested interest in our efforts. They want to ensure the success of their children and feel tremendous pride in seeing their children's names in print. Furthermore, as taxpayers, they have a voice in decision-making, both in the school community and the community at large. Not only can they help the teacher in extending the classroom activities into the community, but they can also ensure that these activities are always in the public eye.

The following are suggestions to help teachers in their recruitment initiatives:

1. Go public!

Let parents, administrators, and the community know what you are doing in your French classes. We know you are doing great work. Let the community see it.

2. Bring a Buddy!

Have students invite non-French students to a French activity. The word will get out that French is so much fun. They will sign up.

3. Tell a Story!

Have older students read fairy tales in French at the local library during story hour. Kids love looking at the pictures, hearing French, and they understand most of it. It does work!

4. Publish a Newspaper!

Use the newspaper format to address diversity in your classroom and teach the curriculum. Subsequently, distribute copies to parents, administrators, school board members.

5. Dance at the Mall!

Your students' ballet teacher will be delighted to advertise her business by having her students perform at the mall. Have a student explain the French words to the audience.

6. Bike to the Park!

A favorite club activity can be a *Tour du Parc* where students and their families play *boules* and enjoy a *déjeuner sur l'herbe*.

7. Deck the Museums!

Display student work in the town museum, local shop windows, banks.

8. Feature the Student of the Month!

Display the photo of a student and his accomplishments on the Hall of Fame Wall in your school. Have an article published in the newspaper and send a congratulatory letter to the parents.

9. Celebrate Success!

Hold an awards ceremony for the winners of the *Grand Concours*. Invite your Mayor, Representative, and Senator.

10. Name an Advocate!

Honor a member of the community by naming him or her a friend of French.

We cannot hope to recruit students and achieve instructional goals if we fail to support teachers. The following are examples of what the Cultural Service of the French Embassy, the AATF, the *Alliance française*, and others can do in support of teachers:

1. Provide Materials!

Make available for teachers recent popular song CD's, films, posters. They are desperate for such materials.

2. Sponsor a Major Event!

Teachers need support in organizing a cultural event such as a concert, film, *guignol*. It will help them generate enthusiasm among their students.

3. Reward Effort and Excellence!

Sponsor a teacher to attend a conference. Provide free association membership to teachers whose students perform exceptionally well on the *Grand Concours*.

4. Hold Immersion Weekends!

Most teachers of French feel isolated, they need to polish their French, but do not have the resources to go to a Francophone venue. Provide immersion weekends.

5. Provide Scholarships!

Provide scholarships for study in Canada and the Caribbean. Travel expenses are often less costly than going to France. Additionally, what is learned in this part of the hemisphere may be useful in attracting a different type of student.

6. Help Teach the Curriculum!

Teachers would like workshops that target what they have to teach. They would like to take back with them tips on how to teach Advanced Placement courses, how to connect textbooks to Standards, and so on.

The above suggestions are not exhaustive, just as the creation of a "Friends of French" Club is not a panacea for the challenges teachers face. It does, however, encourage teachers to adopt a proactive stance and tap the many local resources at hand. The creation of a "Friend of French" Club is a winning proposition. It may not turn the tide of discouragement around, but it will certainly stop it from engulfing us. *En avant, chers collègues! L'avenir est à nous!* (The author has taught high school French for 18 years and university French for 13 years. She is also a teacher trainer.)

Alice Kalalian Cataldi
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STAGE EN LANGUE, CULTURE, ET SOCIÉTÉ QUÉBÉCOISES

As the academic year opens, 34 teachers from across the Americas return to the classroom with renewed enthusiasm, fresh methods of teaching, and a passion for anything *Québécois*, after a marvelous experience at the *Université Laval* in Quebec City. Thanks to the Quebec Ministry of International Relations (MRIQ), *l'Université Laval*, the AATF, and other national organizations, four Americans and teachers from Argentina, Brazil, Mexico, Columbia, Peru, Venezuela, Chile, Nicaragua, as well as French teachers from Saint Lucie, Paraguay, Bolivia, Uruguay, Costa Rica, the Dominican Republic, Equator, and El Salvador, studied current French teaching methodology with a truly model teacher, Lucia Flores. Participants researched *Québécois* culture with university specialists and collaborated on personal best methods of teaching. All of this, while immersing themselves in the language and broadening their understanding of what is uniquely *l'identité québécoise*.

The three-week program, which provided six graduate credits for teachers at a Master's level and beyond, included morning sessions of *capsules didactiques* and afternoon sessions in *Québécois* language, culture, and society. Evenings were often filled with studying (renewed sensitivity to our students), visits to museums (including an exceptional exhibit on Claudel and Rodin), and *Québécois* cinema (including a viewing of *La Grande Séduction*, a wonderful uplifting comedy). Weekends included excursions to Montreal, *l'Île d'Orléans*, the Beaufort Coast, and a tour of the Old City of Quebec. Some teachers ventured out to discover the cuisine of the province. We all agreed that the "beaver's tail" crêpe is the best for dessert! Next time you are in Quebec, be sure to try a "queue de Castor!"

The *capsules didactiques* included sessions on developing communicative thematic units, Internet activities, practical use of dictionaries in the classroom, oral communication, grammatical explanations, correcting grammar, correcting phonetics, reading documents, literature, legends, and fairy tales, evaluating oral comprehension, preparing tests, and observing other teachers in their classrooms. The lectures included *Québécois* songs, literature, history, civilization, cinema, language, and fairy tales. The rich and abundant material presented provided all participants with knowledge to share and absorb for many years to come. The collegiality and positive energy of our group made our load seem lighter, our vision more clear, and our inspiration in this Year of Languages more bright. Each participant was given an attestation of their sixty hours of work at the end of the stage, as well as a certificate to nominate a student 18 years or older to participate in a student immersion program at the *Université Laval* in the summer of 2006.

Many thanks to Claire Plante, *coordonnatrice du stage*, Sylvia Faltelson-Weiser, *directrice de l'École de langues à l'Université Laval*, Zita de Koninck, *responsable pédagogique*, André Crochetière, *coordonnateur à l'animation*, Lucia Flores, *maître de stage*, and to all of our *conférenciers* Anne-Marie Beaudoin-Bégin, France Bilodeau, Sylvie Caron, Brigitte Carrier, Adréanne Giguère, Jocelyn Létourneau, Patrick Roy, Chantal St-Louis, Louise Savoie, Jean-Pierre Sirois-Trahan. Special thanks to Yanick Godbout, *Ministère des Relations internationales du Québec*, and to the AATF for providing the American recipients with this enriching experience.

Please be sure to check the AATF Web site at [www.frenchteachers.org] for future summer scholarship opportunities, to research Quebec at [www.mri.gouv.qc.ca], and to research study programs for students and teachers alike at [www.fl.ulaval.ca].

Regina Doyle Stenlicht
[rdoyles@aol.com]



AATF scholarship recipients Regina Doyle Sternlicht, Tamara Leigh Weitfeldt, Eleanora Bertacchi, Yanick Godbout, MRIQ, AATF President Margot Steinhart, directrice de l'école de langues Silvia Faltelson-Weiser, and scholarship recipient Marguerita Levasseur.

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: [htk0718@louisiana.edu] or from the AATF Web site at [http://www.frenchteachers.org].

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/
technology/self/**

**2006
Southern Conference
on Language
Teaching
Orlando, FL
February 16-18
www.valdosta.edu/
scolt**

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 most items are available on the AATF Web site: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery.

PROMOTION OF FRENCH (MEDIA)

NEW Teaching Business French: Textbooks, Reference Tools, and Pedagogical Aids: resource CD by Will Thompson, AATF Commission on Business and International Trade. \$12.50 (members)/\$15 (nonmembers)

Architectural Walking Tour of Paris: CD provides still and video footage of 24 Parisian buildings. \$12.50 (members)/\$15 (nonmembers)

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

Open Your World With French/Le français m'ouvre le monde 10-min. video encourages students to study French. \$15 (members)/\$18 (nonmembers)

Forward with French 10-min. video has interviews with business people in NY state who use French in their work. \$15 (members)/\$18 (nonmembers)

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)

NEW! Help Wanted: Encourage Students to Learn French
Why French FLES*?

French by the Numbers highlights with facts and figures the importance of French in the world.

French is Not a "Foreign" Language illustrates the close connections between English and French.

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

Top 10 Reasons to Learn French
Speaking French: an investment in the future

AATF PROMOTIONAL ITEMS

NEW! AATF Glass Dishes: rectangular glass candy dishes (4x2") with AATF logo on cover. Each \$12

AATF Mugs: White with blue logo and name. Each \$6

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;

10 for \$5

Forward with French bumper stickers. 2 / \$1; 10 / \$4

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. Each \$8 (discounts for quantities).

TEACHING VIDEOS

NEW! La France divisée, a 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide available. Video or DVD: \$25 (members)/\$30 (nonmembers); study guide \$5 each (member)/\$6 each (nonmembers). Unsubtitled video no longer available.

Tant qu'elle chante, elle vit presents the music videos of Carole Fredericks. Includes 6 music videos featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying activities and guide. \$40 (members)/\$45 (nonmembers); Now available on DVD: \$50 (members)/\$55 (nonmembers).

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 (nonmembers)

MEDALS AND AWARDS

NEW! Les Armes de Paris, 2 in. bronze medal, can be engraved. \$18 (voir page 30)

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.

On est les meilleurs boutons, 2-in. round buttons. 1-25 @ 65 cents each; more than 25 @ 50 cents each.

OTHER MATERIALS

NEW! La Vie des Mots, collection of columns from the *French Review* with "Mots chassés" activities from the *National Bulletin*. \$15 each; \$12 each for more than five copies.

NEW! National French Week Posters, extra copies available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @ \$1.50 each.

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)

Parlez-vous...? Posters. Series of 6

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

AATF Certificate of Merit. Each 15 cents.

Tout Paris. Full-color illustrated guide to Paris. 128 pp. \$15

Paris Monumental, folding color map of Paris (22" x 30") showing monuments on one side and street detail on the other; includes map of *métro* (5" x 7"). \$12.50

AATF Coloring Book, 16 pp. 8" x 11" for FLES* students. \$1 each.

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES* Poster Contest; blank inside. \$10.

T-SHIRTS

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)

Le Français m'ouvre le monde T-shirt, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size (L, XL, XXL). \$18 (\$19 for XXL).

National French Week T-shirt: blue with NFW logo. Specify size (L, XL, XXL). \$10 (\$11 for XXL).

AATF FLES* COMMISSION REPORTS

Variety is the Spice of FLES*, Gladys Lipton, Editor, 2005. \$9

Success Stories: Promoting FLES* Programs, Gladys Lipton, Lena Lucietto, Harriet Saxon, Editors, 2004. \$9

French FLES* Around the World, Lena L. Lucietto, Editor, 2000. \$9

The FLES* Image: A Picture is Worth a Thousand Words! Lena L. Lucietto, Editor, 1998. \$9

Attracting French FLES* Students. Gladys Lipton, Editor, 1996. \$9

Reaching All FLES* Students. Gladys Lipton, Editor, 1995. \$9

Other titles: FLES Methodology I* (1994) \$9

Expanding FLES Horizons* (1993) \$9

Evaluating FLES Programs* (1992) \$9

Implementing FLES Programs* (1991) \$8

Innovations in FLES Programs* (1990) \$8
The People Factor in FLES Programs* (1989) \$8

Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$80.

To order these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 12/31/05.

CALENDAR OF EVENTS

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 18-20, 2005, Baltimore, MD. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NELL), November 18-20, 2005, Baltimore, MD. Information: Mary Lynn Redmond, NELL, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

MODERN LANGUAGE ASSOCIATION, December 27-30, 2005, Washington, D.C. Information: MLA, 10 Astor Place, New York, NY 10003-6981; Fax: (212) 477-9863; E-mail: [convention@mla.org]; Web: [www.mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, February 16-18, 2006, Orlando, FL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (707) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

GEORGETOWN UNIVERSITY ROUNDTABLE ON LINGUISTICS, March 3-5, 2006, Washington, DC. Information: Kendall King, Department of Linguistics, Georgetown University, Box 571051, 37th and O Streets NW, Washington, DC 20057-1051. Telephone: (202) 687-5956; E-mail: [akk25@georgetown.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 9-11, 2006, Chicago, IL. Information: Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251. Telephone: (414) 405-4645; Fax: (414) 276-4650. E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 15-19, 2006, Tampa, FL. 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].

OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL CONFERENCE, March 30-April 1, 2006, Toledo, OH. Information: [www.ofla-online.org].

20TH-21ST CENTURY INTERNATIONAL COLLOQUIUM ON FRENCH AND FRANCOPHONE STUDIES, March 30-April 1, 2006, Miami,

FL. Information: David Ellison, Department of Foreign Languages and Literatures, University of Miami, Coral Gables, FL 33124; E-mail: [dre@miami.edu]; Web: [www.flmiami.edu/fll/20thconf/].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 30-April 2, 2006, 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: [necfll@dickinson.edu]; Web: [www.dickinson.edu/necfll].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 8-12, 2006, San Francisco, CA. Information: AERA, 1230 17th Street NW, Washington, D.C. 20036-3078. Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, April 27-29, 2005, Phoenix, AZ. Information: Jody Klopp, Executive Director, 713 Rock Hollow Road, Edmond, OK 73034; Telephone: (405) 330-1318; Fax: (405) 340-0923; E-mail: [jklopp@cox.net]; Web: [www.swcolt.org].

INTERNATIONAL READING ASSOCIATION, April 30-May 4, 2006, Chicago, IL. Information: International Reading Association Headquarters, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Telephone: (302) 731-1600; Fax: (302) 731-1057; Web: [www.reading.org].

COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO), May 16-20, 2006, Honolulu, HI. Information: CALICO, Southwest Texas State University, 214 Centennial Hall, 601 University Drive, San Marcos, TX 78666; Telephone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org]; Web: [www.calico.org].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS, June 17-20, 2006, Montreal, CA. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760. E-mail: [aaaloffice@aaal.org]; Web: [www.aaal.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 5-8, 2006, Milwaukee, WI. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (613) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

AMERICAN TRANSLATORS ASSOCIATION, November 2-5, 2006, New Orleans, LA. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; 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 17-19, 2006, Nashville, TN. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING, November 17-19, 2006, Nashville, TN. Information: Mary Lynn Redmond, NELL, P.O. Box 7266, AWA Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

CALL FOR PAPERS: SPECIAL ISSUE OF THE *FRENCH REVIEW* "LES ÉTATS-UNIS ET LA FRANCOPHONIE"

This special issue will be open to articles on all aspects and vestiges of Francophonie in the U.S., including Francophone literature in the U.S., U.S. Francophone communities, preservation of French in these communities, the teaching of the U.S. Francophone heritage, linguistic studies of French, Creole, or other variants in the U.S. This volume, to be published in May 2007, will be in honor of our 80th annual meeting to be held in Baton Rouge July 12-15, 2007. 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 and the Editor in Chief if they have further questions. The deadline for submission to the Editor will be **August 1, 2006**. Contact: Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717; E-mail: [umlcp@montana.edu].

July 5-8, 2006,
Milwaukee



Watch for updates on our Web site:
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*Vues sur le monde francophone:
culture et société*

REMINDER: IMPORTANT DEADLINES AND DATES

December 1	Deadline for nominations for the AATF Administrator of the Year Award (see page 10) Deadline for applications for ASFAP Scholarships (see page 40)
December 15	Deadline for submitting proposals for the 2006 Convention in Milwaukee (see page 18)
December 31	Deadline for chapters to submit constitutions to AATF National Headquarters (see page 8)
January 20	Deadline for submissions for <i>Concours d'écriture</i> (see page 14)
February 1	Deadline for nominations for the AATF Excellence in Teaching Awards (see page 9)
February 21-28	National French Contest for Elementary School (see page 21)
February 24	Deadline for submitting FLES* Poster Contest Entries to Chapter Presidents (see page 22)
February 28	Deadline for receipt of nominations for editor of the <i>Modern Language Journal</i> (see page 30)
March 1	Deadline for receipt of applications for 2006 AATF Summer Scholarships (see page 11) Deadline for receipt of applications for 2006 AATF Small Grants (see page 28) Deadline for submissions to Nominating Committee for Regional Representative positions (see page 20) Deadline for submissions for some MLA Prizes (see page 27)
March 1-25	National French Contest for Middle/High Schools (see page 21)
March 15	Deadline for receipt of applications for the Walter Jensen Scholarship (see page 18)
March 31	Deadline for submissions for Sartre Conference (see page 6)
April 1	Deadline for submissions for some MLA Prizes (see page 27)
May 1	Deadline for submissions for some MLA Prizes (see page 27)

REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. 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.

2006 SUMMER SCHOLARSHIPS FOR FRENCH STUDENTS

The American Society of the French Academic Palms will award three student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2006. To qualify, the student must be a junior or senior enrolled in a high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Each scholarship of \$2000 may be used to cover travel and program costs in a French program that the recipient selects. The application must be endorsed by a member of ASFAP and be **received by December 1, 2005**. Applications will be sent electronically upon request. Please contact Dr. Margot Steinhart at [m.steinhart@sbcglobal.net].



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