



L'Esprit de Solomon Juneau vous accueille. . . à Milwaukee!

Comme tant d'autres villes et villages autour des Grands Lacs, Milwaukee doit son origine à la présence francophone en Amérique du Nord. Trappeur québécois, Solomon Juneau fonda cette ville en 1846 et en fut son premier maire. Juneau ne pouvait pas s'imaginer ce qu'il adviendrait de sa ville, mais si on se place à proximité de sa statue, dans le parc qui porte son nom, on ne peut s'empêcher d'imaginer sa réaction à la vue de cette belle ville. De là, on peut voir la diversité architecturale du centre ville et, sur le même fond bleu du lac Michigan tant apprécié par Juneau, les vastes étendues de sable, le parc des festivals—site du plus grand festival de musique du monde (du 29 juin au 9 juillet

représente qu'une partie de ce que la ville de Milwaukee offre à ses visiteurs. L'Université de Marquette, ayant reçu son nom en hommage au premier explorateur français dans cette région, nous donnera l'occasion de visiter la Chapelle Jeanne d'Arc

vous pourrez aller voir pourquoi notre parc zoologique est mondialement connu, vous pourrez également visiter le *Milwaukee Public Museum* et son cinéma IMAX, faire une randonnée à vélo sur nos centaines de kilomètres de pistes, jouer au golf sur un de nos nombreux terrains publics, ou tout simplement faire un pique-nique dans un de nos parcs pour apprécier les températures idéales de l'été milwaukéen entre 70 et 80 degrés Fahrenheit. Le soir, vous pourrez déguster des spécialités régionales (telles que les *bratwursts* et la bière!) et une gamme de restaurants représentant des cuisines de tous les continents: serbe, thaïlandais, européen, africain, cubain, cajun pour ne citer que quelques uns d'entre eux.

Nous attendons impatiemment votre arrivée. Vous serez tous bien accueillis en 2006 à Milwaukee!

Cordialement,

Les membres de la SWAAF (*Southeastern Wisconsin Academic Alliance in French*), du Chapitre AATF du Wisconsin, et de l'Alliance française de Milwaukee



2006), le nouveau *Discovery World Pier Wisconsin* (ouverture prévue juin 2006) avec ses aquariums et ses expositions interactives, et enfin le joyau de l'architecture du 21^e siècle, le *Milwaukee Art Museum* et sa nouvelle aile dessinée par Santiago Calatrava. Ce panorama révèle bien ce que Milwaukee peut offrir.

C'est sous le brise-soleil de Calatrava que Yannick Mercoyrol, Attaché culturel au Consulat de France à Chicago, nous parlera de l'exposition de gravures françaises du 19^e siècle qui aura lieu au mois de juillet. Pendant la réception au musée, vous pourrez également visiter l'une des meilleures collections d'art haïtien aux États-Unis. Au congrès, sur le même thème de l'art des Caraïbes, le célèbre violoniste français Bernard Zinck nous présentera la vie et l'oeuvre du Chevalier de St-Georges, compositeur du 18^e siècle, d'origine guadeloupéenne. Nous aurons le plaisir de recevoir Son Excellence Jean-David Levitte, Ambassadeur de France aux États-Unis, qui a gracieusement accepté l'invitation de l'AATF d'assister au Congrès.

Le panorama de *Juneau Park* ne

du 15^e siècle, qui aurait été le lieu de prière de la Pucelle de Lorraine, entièrement transportée du petit village de Chasse en France. Le *Haggerty Museum* de Marquette exposera en même temps des affiches de Berthon, Grasset et Mucha. Milwaukee aura aussi le plaisir de révéler son beau cinéma, *The Oriental Theatre*, l'une des meilleures représentations du style «orientaliste» datant du début du 20^e siècle, où le romancier, sociologue et Ministre Délégué à la Promotion de l'Égalité des Chances, Azouz Begag présentera le film *Le Gone du Chaâba*, basé sur son roman du même nom.

Pendant votre séjour, votre famille aussi trouvera également de nombreuses activités culturelles, gastronomiques et sportives. Elle pourra se distraire non seulement au *Summerfest* et au *Discovery World*, mais aussi au nouveau stade de baseball *Miller Park*, une merveille de technologie qui vous donnera l'occasion de voir l'atmosphère chargée d'un match entre les *Brewers* de Milwaukee et les *Cubs* de Chicago, une petite ville qui se trouve à 90 miles au sud. S'il vous reste du temps,

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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

L'AATF a besoin de votre aide. L'enseignement du français aux USA doit faire face à beaucoup de défis parmi lesquels on trouve le manque d'importance accordée à l'étude des langues en général et du français en particulier, des problèmes budgétaires au niveau local qui entraînent la suppression de programmes, une pénurie de nouveaux professeurs de français qui pourraient remplacer ceux de nos collègues qui partent à la retraite, des exigences de *No Child Left Behind* qui privilègent certaines matières au dépens de toutes les autres, la concurrence d'autres langues. L'AATF travaille depuis longtemps afin de créer des ressources pour les professeurs qui ont besoin d'agir pour sauvegarder leurs programmes et pour augmenter les effectifs dans les classes.

Si vous lisez régulièrement le *Bulletin*, vous connaissez déjà les documents et services que nous offrons. Nous vous demandons de partager ces ressources avec vos collègues qui ne sont pas encore membres de l'AATF. Nous aimerions réunir tous les professeurs de français à tous les niveaux sous la bannière de l'AATF. Ceux qui enseignent dans des programmes qui se portent bien, soutenus par les administrateurs locaux, peuvent partager leurs expériences avec d'autres. Ceux qui ont surmonté des difficultés peuvent offrir des conseils à des collègues qui désespèrent. Ceux qui craignent des menaces peuvent se faire des alliés et faire de la promotion de leur programme. Les nouveaux professeurs peuvent trouver des partenaires pour les conseiller et pour les encourager. Les «anciens» peuvent partager leur expériences et les leçons acquises avec ces nouveaux.

Nous demandons à tous ceux qui s'intéressent à l'enseignement du français, quel que soit le niveau, de se montrer solidaires en adhérant à l'AATF. Il existe beaucoup d'associations de professeurs de langues, mais nous sommes les seuls dont l'unique objectif est de défendre et de promouvoir le français.

Qui est ce que nous cherchons? Nous voudrions identifier tous les professeurs de français qui ne sont pas encore membres de l'AATF. Si vos collègues dans votre école ne sont pas membres, parlez-leur-en. Si vous avez des stagiaires, parlez-leur-en. Si vous êtes professeur d'université et vous avez de futurs professeurs en classe, parlez-leur-en. Si vous connaissez des professeurs qui enseignent dans une Alliance française ou dans un lycée français, parlez-leur-en. Si vous avez accès à des listes de professeurs de français

appartenant à d'autres associations, certifiés dans votre état, participant à un événement francophone, partagez cette liste avec nous, et nous enverrons une invitation à adhérer à l'AATF à ces personnes.

Ce que vous recevrez chaque année en tant qu'information, soutien, représentation et conseils utiles vaut bien la cotisation annuelle de 45\$. Aidez-nous à communiquer avec ces professeurs non-membres et à les convaincre à se joindre à nous.

Les démarches suivantes pourraient vous être utiles dans la promotion du français:

- Organisez un ou plusieurs événements pour la Semaine du Français 2006. Faites venir un Francophone qui parlera en anglais à tous les élèves de l'importance du français et ensuite en français aux élèves de français;
- Amenez les élèves dans les écoles en dessous pour enseigner des leçons aux plus petits;
- Organisez des concours à l'intérieur de l'école pour tous les élèves: Mots croisés, Chasse aux trésors, Affiches, Recettes;
- Invitez les décideurs, conseillers, directeur de l'école, membres de la Commission scolaire, dans vos classes et aux activités que vous organisez;
- Parlez incessamment de l'importance du français et des accomplissements des élèves;

- Participez au Grand Concours;
- Organisez un chapitre de la Société honoraire de français (voir pages 12 et 45);
- Sortez le français de la salle de classe avec des expositions, des manifestations et la participation des élèves de français à toutes les activités de l'école;
- Mangez en classe et faire manger les autres (voir page 46);
- Fêtez dans toutes les circonstances le français et toute la Francophonie;
- Collaborez avec d'autres collègues;
- Créez une salle de classe où tous les élèves et tous les collègues sont les bienvenus;
- Participez aux différents concours et compétitions annoncés dans le *Bulletin* (voir page 24);
- Servez-vous de vos élèves comme ambassadeurs pour l'étude du français. Rappelez que tous les moyens sont bons pour faire le lien entre le français et la vie quotidienne des élèves, les autres matières et leurs projets d'avenir.

Jayne Abrate

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Cover image: Top left: Oriental Theater; Top right: SWAAF members at a recent meeting; Bottom left: SWAAF/WAATF delegates to the AATF convention in Quebec; Bottom right: Statue of Solomon Juneau; Center: Milwaukee Art Museum

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AATF NATIONAL BULLETIN

April 2006

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

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



Professionalism: Behaviors Leading to Job Satisfaction

During this season, we look at the calendar and realize that our academic year is coming to a close. We may be fretting about meeting all the goals we set for ourselves or we may be counting the days remaining before we can experience a less stressful schedule. At the same time, we are planning summer activities and reflecting on curriculum and opportunities for next year. Would it be a good moment to think about the ways in which we manifest a professional approach to teaching and promoting French? In what ways do we reaffirm our passion to teach, to learn, and to influence others in their support of the study of French? We do need to nurture our own joy before we can share that same delight with students, colleagues, and the community. I would posit that the degree of our satisfaction of being a French teacher is derived from our own sense of being a professional. Professionalism can be identified from different perspectives: the extent of one's autonomy, the values inherent in the membership of that community, and behaviors that are lauded within the social cohort. I would like to consider some behaviors that mirror professionalism, without claiming to identify all of the desirable behaviors, as a means of gauging professional satisfaction.

Let me suggest some avenues for contributing to the profession, which can also create the satisfaction necessary if we are to persevere in our mission. What should also be noted is the interrelationship between these specific behaviors.

10 Ways to Exercise Professionalism

1. Be informed about issues facing foreign language education. Share that information through e-mail and newsletters and let your voice be heard. Write and

encourage others to write letters to legislators and newspapers.

2. Build a strong coalition of foreign language teachers and of French teachers in your school, district, and feeder schools. Everyone vested in foreign languages needs to show solidarity, for we must support all world language study, not just French.
3. Build support groups of parents and influential community members. When programs come under attack, these are the people who can convey the most influential messages to school boards.
4. Use every opportunity to get PR for your program, curricular activities, and students' accomplishments. This takes time, but it is the key to building public support for French programs.
5. Highlight National French Week (November) and *la Fête de la Francophonie* (March), but make this a yearlong initiative. Be aware that every day, every class, is an opportunity to promote and advocate for French, for students take home the message and influence other students in selecting courses to take.
6. Address your own professional development. Read, listen, dialogue, and reflect. Attend conferences and workshops. Apply for scholarships.
7. Celebrate your own, your colleagues', and your students' contributions. Even though we frequently are moving ahead to the next project, we need to stop and experience the joy of the accomplishment and provide recognition. How about nominating colleagues and students for various awards, including those available through AATF?
8. Identify resources for yourself, your program, and your students. Have you perused the AATF Web site and the *AATF National Bulletin* for materials, services, and programs that you can use? Do you periodically send to your administrators and guidance counselors brochures and articles about the importance of studying French?
9. Be a member of the AATF and other professional organizations. Recruit new AATF members. Be a mentor. Working collegially can benefit everyone.
10. Be a leader and encourage others to exercise leadership roles. Become National Board certified. Be a conference presenter. Volunteer your talents, expertise, and interests. It can be a short path between being a volunteer and a leader.

Foreign language professionals are concerned about issues that impact the

present and the future of foreign languages in their own setting as well as in a national context. Standards and assessments of students, programs, and teachers are certainly in the forefront and impact how and what we teach. They affect directly teacher certification, certificate renewal, and classroom assessments, but they also shape the consensus-building of opinions and can, over time, result in a shift of priorities or even professional canons. Just think about the movement from grammar-translation emphasis to oral proficiency. One of the current inquiries nationally is to define a rigorous college preparatory curriculum to qualify students for certain federal grants. While we can have some satisfaction that foreign language study is put into the mix, can we be content to have the curriculum of excellence be defined as a two-year program of foreign language instruction?

Being informed is the first step to taking action. Of course, one can write letters to legislators and to newspaper editors, acts which certainly have value. At the same time, it is important to build support for foreign language education and French studies among colleagues of all disciplines, administrators, school boards, and parents or community members. Administrators and school boards are the decision makers who most directly determine the availability of curriculum and programs in a school district. Parents and community members collectively have a lot of influence over the decision makers.

We have made strides, but we must never take for granted that Americans will universally view foreign language programs and the study of French as relevant and critical to the future of our nation. It should be our mission as professionals to demonstrate the need of French as tools of literacy and culture, of economic interdependence, and of national and world security and peace. Our own passion for French and for Francophone studies is not enough. We need to be able to articulate responses to those who challenge the relevance of French in the US educational curriculum. This has been the goal of our Advocacy Depot initiative: that is, to provide responses to those who claim that the whole world is learning English, so Americans don't have to learn other languages, or that other languages are more critical to the nation's future. At the same time, we must avoid the temptation to denigrate the need for other world languages to be part of the curricular options. We must advocate for an expanded program of world languages in the U.S. and think in terms of promoting multilingualism,

not just bilingualism, as a cure for monolingualism. If you have not yet spent time following the links for arguments to promote French on the AATF web site, may I strongly encourage you to become informed and to be prepared to respond to those who wish to diminish the relevance of French studies?

Milwaukee, Here We Come!

Attending and presenting at the AATF national convention are two ways to address several of the opportunities outlined in "10 Ways to Exercise Professionalism."

Plans for the AATF Convention (July 5–8, 2006) have been in the works for the past two years, thanks to the outstanding assistance of colleagues in Milwaukee. The local committee members have been working enthusiastically and persistently to suggest various opportunities for attendees, who will have three and a half days filled with outstanding sessions and workshops and evenings filled with cinema, the visual arts, and music. Moreover, a couple of post-conference afternoon excursions will continue the pleasure of being in Milwaukee in summer where temperatures along Lake Michigan average in the 70s and 80s.

French Ambassador Levitte Participates in AATF Conference

His Excellency Jean-David Levitte, French Ambassador to the U.S., has accepted our invitation to participate in the conference. We hope that the ambassador will be able to speak at the welcome luncheon on July 5. And, of course, Azouz Begag, author, sociologist, and Minister responsible for Equal Opportunity in France, will be our keynote speaker. The French Consulate in the Midwest, the *Délégation du Québec* in Chicago, and the Belgian Tourist Office will also be present.

Films Take Center Stage in Milwaukee

In keeping with our conference theme: *Vues sur le monde francophone: cinéma et société*, we will include a showing of three films. *Le Gone du Chaâba*, based on the book of the same title by Minister Begag, will be viewed in French with English subtitles during an evening in the historic Oriental Theatre. M. Begag will be present to answer questions after the screening. Two additional films will be shown during the lunch break on July 6 and July 7. Attendees can order a box lunch to enjoy during the films. Johann Sadock (MIT) will host his documentary, *Blacks, Blancs et Beurs: Parlons-en!*, which touches on the question of French identity and a double culture, on July 6. *Faat Kiné*, the film from Senegal directed by Ousmane Sembène, will be shown in French and Wolof with English subtitles on July 7. The latter film is recom-

mended by the 2006 AATF Book Club as a film to follow the reading of Mariama Ba's *Une si longue lettre*.

Visual Arts Highlight the Francophone World

The Milwaukee Art Museum will host a reception for AATF convention-goers, who will have the opportunity to visit the museum's galleries, including those of the renowned Haitian collection and the special exhibit of French prints. This traveling collection will be the subject of a lecture presented in French at the museum by French Cultural *Attaché* for the Midwest, Yannick Mercoyrol.

Attendees will be able to view the important Haitian Collection at the Milwaukee Art Museum during the AATF evening reception at the museum. The museum is also organizing a gallery walk of the collection before the reception.

Second Grande Dictée Challenges Participants' Spelling and Grammar Knowledge

The *Grande Dictée* for all attendees will return on July 6 under the direction of Marie-Simone Pavlovich, Northwestern University, who hosted the first AATF national *dictée* in Quebec last summer. Dr. Pavlovich, who writes the *dictée*, took first place in the U.S. *dictée* competition and went to France in March 2004 to participate in the televised finals of *les Trophées de la langue française*, hosted by Bernard Pivot.

An Enchanted Evening Culminates in Music

The awards banquet will include recognition of contributions to the National French Contest and to the AATF, as well as of the recipients of the Dorothy S. Ludwig Award for Excellence in Teaching and the ISE "French Matters" Award.

Singers Claudia Hommel and Sean Harris, along with jazz musicians on piano, sax, flute, clarinet, bass, and drums, will put the finishing touch on our last full day and evening in Milwaukee (July 7) with a concert, "French Impressions—A Jazz Cabaret." Describing the program as a cross between jazz in Monet's Garden and swing at Renoir's "Boaters' Picnic," Ms. Hommel promises "a classy, jazzy, and ever so French-American evening of music-making!"

We Remember Our Colleagues Touched by Hurricanes

As we end this school year, let us continue to keep in our thoughts our colleagues along the Gulf Coast who have experienced an unfathomable year. Thank you to all who have contributed to the AATF Fund for the Future, which is designated to help French teachers in this region devastated by hurri-

canes and flooding as they rebuild their programs, and to those who have donated gifts in kind through the AATF web site.

Bonnes vacances!

Margot M. Steinhart

Margot M. Steinhart, President
[m.steinhart@sbcglobal.net]

REVIEWERS NEEDED FOR FOREIGN LANGUAGE ASSISTANCE PROGRAM

The U.S. Department of Education seeks qualified individuals interested in reviewing applications for the Foreign Language Assistance Program. These reviewers will independently read and evaluate applications submitted to the Department.

Qualifications:

Recent experience in teaching foreign languages in K-12 public elementary or secondary schools in the U.S., or in preparing teachers to teach foreign languages K-12. Ability to use technology to complete reviews.

Tentative Reading Week August 14 to 18, 2006:

All materials and grant applications will be mailed or will be available on-line. Review comments and scoring will be completed on-line through the U.S. Department of Education's e-Reader system. Please send a brief resume to [Sharon.Manassa@ed.gov].

SEEKING PARTICIPANTS FOR A STUDY ON INTERCULTURAL INTERFERENCE IN GRAPHOLOGY

AATF member and certified handwriting analyst Jane C. Elkin is looking for candidates to participate in a study on the effects of cultural immersion on handwriting. Anecdotal evidence abounds, but there has never been a formal study of this phenomenon. Eligible persons will have been English educated in an American or Canadian school and subsequently learned French and spent a significant amount of time living in a Francophone culture.

Jane is a member of the non-profit Coalition of Handwriting Analysts International, and is conducting this research solely for educational purposes. She is neither receiving nor able to offer remuneration for participation. If you are interested in being part of this study, e-mail her at [jane@abcgraphology.com].

REGIONAL REPORTS

REGION VII: WEST CENTRAL

Region VII begins 2006 with a newly-elected representative who wishes to thank Ann Sunderland for her hard work in communicating with the various chapters of our far-flung region for the past several years. She has set a high standard. She has chaired a committee which just produced a new Regional Representative Manual, which will give us all a firmer understanding of how the AATF operates. Also, my personal thanks to those chapters who submitted news which may have been edited for space. I hope you'll find many useful suggestions for your own future activities.

First things, first, however. Several chapters have been diligently working on revising and updating their constitutions:

The Greater Kansas City (MO) folks managed to *joindre l'agréable to l'utile* by doing their constitutional work at a Christmas gift-exchange dinner at one of the area's leading restaurants.

The Downstate Illinois Chapter has issued a general call of *Au Secours* and for volunteers to run for office, as most of the chapter's tasks have been handled recently by just two hard working teachers who discovered that the old constitution actually called for several officers to be sharing the load!

The Nebraska Chapter ratified its revamped constitution at its October meeting, and offered its congratulations to Dr. Carolyn Gascoigne, who was named the 2005 French Teacher of the Year.

The Region is particularly proud that three of its school administrators (from Illinois, Nebraska, and Minnesota) were among the American school officials chosen to participate in the November 2005 adventure in France [Paris and Amiens], (see January *National Bulletin*, pp. 11-13).

The Minnesota chapter invites all to investigate their newly installed Web site: [www.aatfminn.org].

The Nebraska Chapter announces its Web site is linked through the Nebraska International Languages Association Web site: [www.nde.state.ne.us/FORLG/NATF/

NATF.html]. The Chapter is again planning spring immersion weekends for both pupils and teachers. Contact Chapter President Denise Arnold at [d.a.arnold@worldnet.att.net] for more information on how to set up your own such programs!

Vickie Scow [vickie.scow@nde.ne.gov] detailed a newly-established exchange program with Besançon, France being piloted



South Dakota Chapter annual meeting: Back row: Scott Fish, President, Pamela Baum, Stephani Braun; Front row: Casey Black, Barbara Doshier, Marie-Pierre Baggett. The 2006 meeting will be held during the SDWLA annual conference in Sioux Falls (Oct. 20-21, 2006)

this year by Burke and Westside High Schools in Omaha. Interested teachers at all levels may contact her for further information since this program will be available throughout Nebraska. Perhaps here is a model for other exchanges involving your school?

Downstate Illinois organized a tour of French historic sites and attended the *Fête du Bon Vieux Temps* in Cahokia, celebrating 18th century life in the former Louisian colony along the Mississippi River. With a Colonial Mardi Gras ball, no doubt that the good times rolled! And everyone got a little more excited about heading to Baton Rouge in July 2007.

Several Downstate Illinois members attended the 18th Biennial Conference of the Association for Canadian Studies in the U.S. (ACSUS), held in St. Louis in November. Echoing the recent 2006 AATF convention, the conference featured a session with *Québécois* authors Marie-Claire Blais, Louise Dupré, and Stanley Péan.

Particularly innovative features of the Region's many celebrations of French Week 2005 included engaging contests: "Guess that Cheese" and "*Mousse au chocolat* Eating"; a French fashion runway day in *bleu, blanc et rouge*; playing French music on the schools public address system; students hosting a *petit déjeuner* for

faculty and staff with all the normal breakfast goodies--*Miam!*

For the rest of 2006, our region will look forward to more work on constitutions and organizational management; *la bonne volonté* is all that's needed to help your colleagues who've done a lot for you. We hope many members will attend the national meetings in Milwaukee 2006 and next July 2007 in Baton Rouge. The *Fédération of Alliances françaises* national convention will be held in St. Louis at the Sheraton Clayton Plaza Hotel, October 26-28, 2006. Teachers are already planning for even more diverse and enticing National French Week activities.

If your state chapter's news wasn't included here, be sure to contact your president, and have them send me chapter news for next April's annual report.

Submitted by Gregg Siewert
Region VII Representative
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REGION VIII: SOUTHWEST

This report opens on a sad note. Helen Lorenz, who finished her second term as Region VIII Representative in December 2004, passed away last June. Helen was a true professional who willingly shared her wisdom and expertise and was a friend to many of us. She is truly missed. The AATF collected donations from her colleagues and friends, and sent a check to the Red Cross in response to the hurricane disasters. Additionally her home chapter (North Texas) established an award in Helen's memory.

On a lighter note, the national convention in Quebec City gave members of our region the chance not just to meet and mingle but to shine! It was here that Claude Boutin (Houston Chapter) received the award for Excellence in Teaching at the Secondary Level and that Sue Slaughter (Arkansas) received an award as Outstanding Contest Administrator (large chapter). Unfortunately, Kathy Zipf (New Mexico) couldn't be with us to receive her award for Outstanding Contest Administrator (small chapter). The first place awards for Outstanding Chapter went to two chapters in our region: Colorado-Wyoming (large chapter) and Utah (small chapter). The North Texas and Arkansas chapters also placed (second and Honorable Mention, respectively).

During the convention we enjoyed a "Regional Round-up" at which members from Arkansas, Central Texas, Colorado-Wyoming, Houston, and Utah gathered to discuss chapters' strengths, opportunities, and challenges. Presenters at the convention

from our region included David Arcangeli, Debbie Callihan, Robert Erickson, Michael Hydak, Marie-Christine Koop, Mary Ricciardi, Christian Roche, Jacqueline Thomas, Edith Biegler Vandervoort, Ann Williams, and Laurence Williams. Thanks to all our dedicated members who helped to make the convention such a success. Following the convention, I distributed the first volume of our regional newsletter, *Connections*, so that members wouldn't have to wait to hear all about the good things that went on in Quebec.

Congratulations to winners in National French Week Contests from our region. 1st Place in the Essay Contest for Grades 3-5 was Charlotte Peterson whose teacher Mme Frazier is from the Houston Chapter. Melissa Shohet placed 3rd for Grades 6-8. Her teacher Pam Giraudon is from North Texas. In the Poster Contest Sarah Jane Emmon took 2nd Place at the elementary level while Zoë Marshall took 3rd Place at the intermediate level. Both their teachers come from the North Texas Chapter (Harriet Burrow and Pam Giraudon, respectively). Nanette Zobkov placed 2nd at the secondary level. Her teacher Sue Mistric is from the Arkansas Chapter. *Félicitations!*

Some of our region's members have received awards from other organizations: Charlotte Touati received the Best Utah Foreign Language Teacher award; Barbara Reeback received the Lifetime Achievement Award for 2005 from the New Mexico Organization of Language Educators; and Kathy Zipf, Joyce Lentz, and Barbara Reeback each were awarded certificates of appreciation for Excellence in the Teaching of French Language and Culture the New Mexico Department of Education. Michael Nettleton (Colorado-Wyoming) received an *Alliance française* scholarship to photograph the *Tour de France* last year.

Chapters that have appointed folks for national initiatives (mentoring and advocacy) report that they are just getting started. The Utah Chapter will focus their mentoring efforts on teachers who have to teach several levels in the same classroom and at-risk, burnt out teachers. Colorado-Wyoming's Michael Nettleton attended the advocacy workshop run by AATF Vice-President Tennessee Bob Peckham preceding ACTFL. Not all chapters participate in the AATF Book Club, but those that do deem it a success and are continuing this year. Participation in the *Grand Concours* and National French Week appears to be healthy. New Mexico pulled off a state-wide celebration of the latter and looks forward to increased membership in their chapter as a result. At least one member of our region received an AATF Small Grant: Jenny Beltman (Colorado-Wyoming) holds her

annual community evening festivities with food and music. Many chapters have newsletters and Web sites to help them meet the challenge of communication among members about opportunities and deadlines.

In the fall I visited two chapters: Houston and Central Texas. The best part of the Regional Representative's job is attending such chapter meetings and discovering all the dedicated teachers and the wonderful things that they are doing. I hope to visit New Mexico and Arkansas this year. Many of our chapters meet twice a year, with one meeting planned to coincide with a state or regional meeting.

I would like to close this report by congratulating our own Marie-Christine Koop (North Texas), who was recently elected as the next president of the AATF. I know that she will continue to work tirelessly for our organization and that we can expect some good things to happen under her leadership. I look forward to seeing Marie-Christine and many of our region's members at the convention in Milwaukee. *Bonne continuation!*

Jacki Thomas
Region VIII Representative
[j-thomas@tamuk.edu]

SECOND LANGUAGE METHODOLOGIES FOR TEACHERS

Join language teachers from across the U.S. for a ten-day summer graduate course at Concordia Language Villages, July 5—15, 2006. Upon successful completion of the course, three semester hours of graduate credit are earned through Concordia College, Moorhead, MN. While visiting the Language Villages, language educators can learn about and discuss current practices and issues related to the teaching of a second language. The course is open to all K-12 second language educators including ESL educators, college educators with an interest in K-12 second language methodologies, and pre-service education majors. The instructor is Donna Clementi. For more information, contact: Laurie Loomis, Concordia Language Villages, Teacher Seminars, 901 Eighth Street South, Moorhead, MN 56562; Telephone: (218) 299-4179; e-mail: [loomis@cord.edu].

CHECK THE WEB FOR UPDATES

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

CHAPTER NEWS



Kathy Zipf (l.) receiving 2005 Outstanding NFC Administrator Award from Phaedra Shively (r.)

NEW MEXICO CHAPTER

- National French Week Celebration:** Teachers of French as well as other Francophones and Francophiles from throughout New Mexico attended a luncheon at the home of the Chapter President. Dr. Kathryn Sherlock of the New Mexico Department of Education also attended. Various teachers received awards from AATF National in addition to the New Mexico Organization of Language Educators (NMOLE). All who attended the luncheon received the gold seal Proclamations issued by the New Mexico Secretary of State Rebecca Vigil-Giron.
- David Arcangeli presented the **three AATF initiatives** at the TFLA/NMOLE conference in October during the AATF/NM meeting.
 - AATF Advocacy for French:** David Arcangeli of Gallup High School has taken on this role for the chapter;
 - AATF Tête-à-Tête:** Barbara Reeback is the liaison for this initiative;
 - AATF/NM Book Club:** the chapter envisions this project as a way to connect French teachers and to encourage reading for personal and professional development. The first session will take place on April 20. The book to be discussed is *Une Si Longue Lettre* by Mariama Bâ.

We ask AATF members to unite in solidarity to help our colleagues and their French programs which were adversely impacted by the hurricanes in Louisiana, Alabama and Texas. See information and form on-line at [www.frenchteachers.org].

Submitted by
Phaedra R. Shively, President

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CALENDRIER PERPÉTUEL

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

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

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.

NEW POSTER SERIES



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

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

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City, State, Zip: _____

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TANT QU'ELLE CHANTE, ELLE VIT *apprendre le français grâce à l'héritage de Carole Fredericks* **Now available in DVD format**

This program, now available in DVD as well as video, a joint venture of the AATF and CDF Music Legacy, LLC, is based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. The packet includes six music videos and a workbook featuring pedagogical activities. Because Carole was a protegee of Jean-Jacques Goldman, he has written a special tribute about her for the workbook.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; fax: 618-453-5733.



Tant qu'elle chante, elle vit video and workbook _____ set(s)

\$40 per set (member price); \$45 (non-member). Includes postage & handling.

Tant qu'elle chante, elle vit DVD and workbook _____ set(s)

\$50 per set (member price); \$55 (non-member). Includes postage & handling.

Total enclosed _____

_____ Check enclosed. Make check payable to AATF.

_____ Credit card (Visa or Mastercard only) _____ Exp. date _____

Name _____

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City/State/Zip _____

Daytime telephone: _____ E-mail: _____

A NEW ERA FOR FOREIGN LANGUAGES

Not since the late fifties and early sixties of the Cold War and the Space Race have languages enjoyed the support and attention that they are currently receiving. Over the last few years, numerous studies, reports, and hearings have noted our nation's serious language shortages and called upon the federal government to increase and improve the U.S.' language capabilities. For example, last November the prominent Abraham Lincoln Commission released their report, *Global Competence and National Needs: One Million Americans Studying Abroad*, calling on Congress and the Administration to provide \$125 million by 2011 for scholarships and fellowships for one million students to study overseas. In early February, the influential Committee for Economic Development (CED) released their study, *Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security*, urging increased investment in international studies and foreign languages. Among their various recommendations was "expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages especially critical, less-commonly taught languages."

These studies and others, as well as the language community's own advocacy efforts have helped create public pressure, media attention, and consideration by policy makers that are producing new opportunities and advantages. Recently, attention and concern have given rise to new and increased federal policies and funding for languages and international studies. While this may not yet be the golden age of language study, it is quite evident that the U.S. has entered a new era with respect to the knowledge of other languages and the understanding of other cultures. It is a new era that is being determined by national security and economic competitiveness, but its most serious impact will be upon education.

One of the most significant of these new policies is the National Security Language Initiative (NSLI) launched by the President of the U.S. speaking at a National Summit of College and University Presidents held at the State Department in early January 2006. The NSLI is a joint effort by the Departments of Defense (DOE), State, and Education (ED), as well as the Intelligence Community, which will provide \$114 million for languages. This figure is roughly divided into \$57 million for ED, \$27 million for State, \$25 million for DOD, and \$5 million for Intelligence.

Specifically, within the Department of

Education, despite past opposition to the program, \$24 million will be for a "refocused" Foreign Language Assistance Program (FLAP). Other new or expanded programs will include \$24 million for developing a pipeline through Flagship K-16 Language Programs; \$5 million will go to develop a Language Teacher Corps; \$3 million is to expand teacher-to-teacher language seminars; and \$1 million will create a new E-Language Learning Clearinghouse.

While the NSLI has been in the planning stages for well over a year, some of the sponsoring agencies had already undertaken impressive internal efforts and achieved progress toward addressing their language needs and developing their language capabilities with policies of their own. Within the Department of Defense, the National Security Education Program (NSEP) has been providing scholarships and fellowships for study abroad in a nation's language for almost fifteen years. In recent years, NSEP has initiated the National Language Flagship Initiative, a K-16 Chinese Language Initiative, and laid the groundwork for the creation of a Civilian Linguistic Reserve Corps (all of which will be expanded under the President's initiative). The entire Department of Defense will implement a Defense Language Transformation Roadmap that, among other things, increases resources for the Defense Language Institute (DLI), requires military officers to learn another language, and identifies DOD's long and short-term language needs.

About two years ago the Department of State instituted a Language Continuum that requires Foreign Service Officers to know two additional languages and be able to use them. State has increased their support for the Foreign Service Institute (FSI) and Education and Cultural Affairs (ECA). This latter support will continue to increase as part of the NSLI through increases in Gilman Scholarships for needy students to study critical need languages abroad, increases in immersion language study centers overseas, and the creation of new State Department summer immersion study programs.

Some of the changes put forth as part of NSLI will require Congress to authorize new or amended legislation as well as provide the appropriations of funds. The first session of the 109th Congress considered twenty-six bills dealing with languages and international education. In such an environment, it seems quite likely that there will be considerable legislative support for new and increased programs dealing with lan-

guages. In fact, some of the pending legislation such as H.R. 4629, Rep. Rush Holt's K-16 Critical Foreign Languages Pipeline Act anticipates the President's Initiative. Other bills such as H.R.115, Holt's National Security Language Act; S.1089, Senator Daniel Akaka's National Foreign Language Coordination Act; or S. 1117, Senators Lieberman and Alexander's U.S.—People's Republic of China Cultural Engagement Act would go considerably beyond NSLI.

Additionally, Congress still has to reauthorize the Higher Education Act in which Title VI contains \$93 million in programs dealing with International Studies and Foreign Language Education. The Senate has passed its version of reauthorization which contains S. 1105, Senators Dodd and Cochran's International and Foreign Language Studies Act. However, the House of Representatives still has to pass its version, and then both houses have to reach agreement. While passage of a final bill in the 109th Congress is not certain, what is very heartening is that both houses' bills have provisions beyond Title VI that provide support for financial assistance and loan forgiveness for foreign languages. In short, both the Administration and Congress are providing attention to and support for languages. This is a confluence of interest that has not happened in the last forty years.

Leaving the State Department after the President's speech, I overheard a college president telling a media interview, "It's a good beginning." NSLI is a good beginning. The Lincoln Commission and the CED report are good beginnings. Internal initiatives and changes within federal agencies are good beginnings. Many of the congressional bills and amendments are good beginnings. Taken together, they may be the beginning of a good era for languages in the U.S. If this is the case, this beginning is in large part possible because of the unity of the language profession, because of effective and tireless advocacy, and because of the knowledge, expertise, and effectiveness of language professionals. These three factors will be even more important not just in determining how we begin the new language era, but in determining what this era accomplishes.

J. David Edwards
Executive Director, JNCL/NCLIS
[info@languagepolicy.org]

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

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.



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. *Prices as of 12/31/06

<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	_____
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TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

U.S. SCHOOL ADMINISTRATOR REFLECTS ON EXPERIENCES IN FRANCE

(Editor's note:: Tom Leonard, IL, is one of ten American school administrators who traveled with AATF Executive Director, Jayne Abrate, to France in November 2005 as part of the French Embassy/*Washington Post*/AATF Fellowship Program.)

Ah, Paris.

This past fall, I was afforded a great opportunity by the AATF. An opportunity not only to visit France, but to get an insider's view of the French educational system, visit schools, converse with French officials, and share thoughts with new friends/colleagues from the U.S.

Over the years, I have had an affinity for France. I was fortunate to have hosted an exchange student from Paris for several visits and subsequently traveled much of France with her as our guide. But this experience, sponsored by the AATF in conjunction with the *Washington Post* and the French Embassy, was truly unique. Like all travel, it was an education ... but, in this case, it turned out to be so much more.

Like many large suburban high schools, the one I work at offers French, Spanish, German, and Latin. Until a few years ago, we also offered Russian, but declining numbers forced us to use our staffing allotment in other domains. Being a former math teacher, I never needed to be concerned with enticing students to enroll in my math courses. They came whether they had an interest or not, primarily due to the college entrance requirements. In addition, there was rarely competition among various math courses. Everyone basically progressed along the same path.

My own experience with foreign language was much more limited than most of our group. Although I took French for three years in high school and two years in college, my knowledge had drifted away to the point where I could read a little, understand some conversation, but did not have the confidence to utter more than basic greetings.

In recent years, besides being the principal of a high school of 2900 students, I have also been given responsibilities to oversee our district's secondary (6-12) program. This has broadened my scope and pushed me to look for opportunities to better understand the different subject areas that I am asked to support. Hence, when I was told of this unique opportunity to visit

France and engage in conversations with experts on the teaching of foreign languages, I leaped at the chance.

As a high school principal, leaving your school in early November while classes are in session and your football team is progressing through the playoffs is a scary thing. Those who have been in this type of a role know that the community expects the principal to be "on call" every second that the students are engaged in academic or co-curricular activities. Fortunately, my district's school board and superintendent recognized the value of this opportunity and,



The group of administrators in Saint-Valéry. Tom Leonard is on the left.

along with my own knowledge that I would be supported by a talented group of building administrators; I was thrilled to leave school in session to expand my horizons.

In the January edition of the *AATF National Bulletin*, Jayne Abrate gave a beautiful day-by-day account of our trip. For my part, I will not try to replicate her article, but instead will share some of my personal highlights and how this experience has changed the way I think about the importance of foreign language instruction in our schools.

First some highlights. Ah Paris ... even in November and even in the rain ... it is such a beautiful city. We were treated like dignitaries by all the officials that we met. In particular, I would like to thank Chantal Manès, *Inspectrice d'anglais* in the *Académie d'Amiens*, and Michel Girardin, Assistant Director of the *FIAP Jean Monnet*. One could not ask for more gracious hosts.

Our time in Paris was magical. A reception at the U.S. Embassy, a dinner cruise on the Seine, a guided tour of the *Centre Pompidou*, a concert at *St. Julien le Pauvre* ... the cultural experiences could not have been better planned. In Amiens, being able to tour *Notre-Dame d'Amiens* and to visit small towns in the *Baie de Somme* allowed us to get a taste of the beautiful French coun-

tryside.

Beyond the general benefits of visiting a truly beautiful and unique country and experiencing some of the wealth of its culture, we were blessed by a simultaneous life changing experience due to the educational discussions and observations in French schools. This truly deepened our experience and made it one that none of the administrators who participated will soon forget.

In addition to the cultural activities and sights, we were able to sit in on several classes. For me, the highlights included observing an English class of fifteen year olds at *Lycée de Sèvres*, playing with eight year olds at an elementary school in Amiens, and having lunch prepared and served by the teenage students of *Lycée d'application Édouard Gand*.

Beyond the visits to schools, we were also able to meet with teachers, school administrators, and government officials in a truly sharing dialogue. Many of our conversations centered on foreign language education in France, the emergence of the European Union with its guidelines the study of foreign languages, the growth

of English instruction in France, and the struggle to address increased opportunities for all segments of society within our schools. One needs to remember that our visit coincided with the Fall riots in France. And while we never experienced the turmoil first hand, it was a topic of discussion throughout France. Often the public discussions focused on changes that needed to be made in the schools.

The conversations were "eye opening." In general, I think most of us found it surprising as to how the French schools were staffed. The training of teachers, the uniformity of a national curriculum, the importance of testing, and the role of the building administrators deepened our understanding of the French educational system and caused us to reflect upon our own.

While most of our group had foreign language backgrounds, there were a few of us whose teaching areas were not in the languages. Without a doubt, the non-language experts gained a much deeper understanding of the need for quality foreign language instruction in our schools. The added cultural benefit to learning a second (or third) language also became extremely clear as we had a first-hand experience of the wonders of French culture.

I know I can speak for many of the par-

ticipants who journeyed to France in November, in the rain ... it was a life-changing, educational experience for which we will always be grateful. The AATF directly sponsored four of us: Cara Churchich-Riggs (NE), Joyce Morgan (AL), John Wollersheim (MN), and me (IL). For the four of us, I will say ... *Merci beaucoup!* ... your generosity and vision will not soon be forgotten.

Tom Leonard
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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!

MILWAUKEE? JE CROIS QUE OUI!

Don't miss the 2006 AATF Convention to be held in this up-and-coming city, founded by the French in 1818 on the shores of beautiful Lake Michigan. Milwaukee's central location, easy accessibility, pleasant summer climate, and rich array of attractions make it a perfect July destination.

MILWAUKEE, LE DERNIER CRI:

Santiago Calatrava's stunning and award-winning addition to the Milwaukee Art Museum is but one of many innovations that have contributed to "le renouveau de Milwaukee autour d'une vie culturelle bien plus riche et diversifiée" as praised in a recent article in *Le Monde* (11/3/04). French is alive and well in this city, as evidenced by a large Francophile community, a successful French Immersion School, and a dynamic chapter of the *Alliance française* that has just been chosen to serve as the organization's national headquarters.

MILWAUKEE, POUR LA FAMILLE:

Consider combining a family vacation with the convention. In addition to fun lakefront activities (e.g., beaches, boating, kite-flying, the Betty Brinn children's museum, non-stop music festivals, etc...), Milwaukee boasts a new major league baseball stadium, Harley-Davidson tours, an award-winning zoo, an IMAX theater, miles of bike trails, top-notch golf courses, fine cuisine, and so much more, including a long-standing reputation for warm hospitality (and, *bien sûr*, cold beer!):

NOUS SERONS TOUS BIEN ACCUEILLIS EN 2006 À MILWAUKEE!

LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; fax: 618-453-5733. Prices include postage and handling.

La France divisée (DVD with French, English, and no subtitles) _____ copy (ies)

La France divisée (VHS in French with English subtitles) _____ copy (ies)

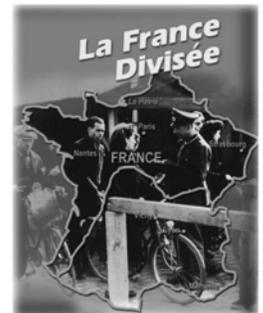
La France divisée (VHS in French with no subtitles) _____ copy (ies)

\$25 (member)/\$30 (nonmember)

Study Guide (20-page workbook accompanying the program) _____ copy (ies)

\$5 (member)/\$6 (nonmember)

Total enclosed _____



_____ Check enclosed. Make check payable to AATF.

_____ Credit card (Visa or Mastercard only) _____ Exp. date _____

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FIRST AATF ADMINISTRATOR OF THE YEAR CHOSEN



Christine L. Brown, Assistant Superintendent for the Glastonbury (CT) Public Schools, one of the nation's oldest, continuous, grade 1 through 12 language programs, has been selected as the first recipient of the AATF Outstanding Administrator Award. This Award is jointly sponsored by the AATF, the French Embassy, and Concordia Language Villages. Ms. Brown will receive a plaque which will be presented publicly at an event in her school district this spring. She will also receive a two-week stay at Concordia Language Villages to be awarded to a student in the Glastonbury Public Schools. The recipient of the stay at Concordia is Silvester Baez, a junior at Glastonbury High School.

Ms. Brown received a B.A. in French from Miami University and an M.S. in TESOL from Central Connecticut State University. Formerly, she taught French and Spanish at every level K-12. She also serves as adjunct methods and second language acquisition instructor for the Connecticut State Department of Higher Education. Formerly she served as adjunct instructor at the University of Hartford and at Central Connecticut State University.

Ms. Brown served as Chair of the K-12 Student Standards Writing Task Force for the National Standards in Foreign Language Education Project. Ms. Brown is a Past-President of the American Council on the Teaching of Foreign Languages.

Ms. Brown is also a Past-President and a founding member of the National Network of Early Language Learning. She was a member of the Language Task Force for the National Professional Teacher Standards Board. She is also a founding member of the National Association of District Level Supervisors. Ms. Brown is a member of the Advisory Board of the National K-12 Foreign Language Center at Iowa State University.

Her awards include: the Florence Steiner award from ACTFL, the Robert J. Ludwig Award from NYSAFLT, the Distinguished and Meritorious Service Award from the

AATF NATIONAL COMMISSIONS

Commission on Articulation

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Commission on Cultural Competence

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FLES* Commission

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Commission on Telematics and New Technologies

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E-mail: [lomicka@sc.edu]

Commission on Universities

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School of World Studies
Virginia Commonwealth University
P.O. Box 842021
Richmond, VA 23284-2021
E-mail: [pcummins@vcu.edu]

Connecticut Council of Language Teachers, and the National Association of District Supervisors of Foreign Languages recently named her National Foreign Language Supervisor of the Year for 2002. The Goldman Sachs Foundation and the Center for Applied Linguistics have both named the Glastonbury language program one of the best in the U.S.

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 34 for information concerning the 3-for-1 offer for a year's free membership.

MARK YOUR CALENDAR! JOIN US IN MILWAUKEE IN 2006!

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

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

PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

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

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

Promotional Video: *Forward With French*

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

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

Promotional Video: *Forward with FLES**

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

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

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

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

AATF Reflets Video: Produced by former AATF Vice-President Bernard Petit, this 40-minute video, accompanied by a teacher's guide, highlights several songs by Eric Vincent and includes a video tour of Paris (\$40 members/\$45 non-member)

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

*Prices as of 12/31/06



 PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. Special prices for quantities may be available. Please inquire.

<u>Quantity</u>	<u>Size</u>	<u>Cost</u>
_____ Navy Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
	(add an additional \$1 for XXL)	
_____ Video		_____
_____ Open Your World (\$15/\$18)	_____ Forward with French (\$15/\$18)	
_____ Forward with FLES* (\$15/\$18)	_____ <i>Reflets</i> (\$40/\$45)	
_____ <i>Calendrier perpétuel</i> @ \$15/\$18		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

TOTAL ENCLOSED _____

Name _____

Telephone (day) _____

Address _____

HIGHLIGHTS OF THE 79th ANNUAL CONVENTION, JULY 5-8, 2006

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 17 for requirements and registration information. You may register using the Convention Registration Form on pages 49-50.

Hotel

The convention will take place at the Hyatt Regency in downtown Milwaukee. The convention rate is \$115 plus taxes. Reservations may be made by Reservations must be made no later than **June 02, 2006**.

Roommate List

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

Ground Transportation

For AATF members flying directly to Milwaukee, Airport Connection provides door-to-door airport service to hotels. Contact them at (800) 236-5450 or on-line at [www.mkelimo.com]. The approximate cost is \$20 round-trip.

For those who plan to fly into Chicago O'Hare, Coach/USA/ Wisconsin Coach Lines provides service to Milwaukee. Contact them at (877) 324-7767 or [www.coachusa.com]. Buses depart hourly on the quarter hour (8:15 a.m.-9:15 p.m.), and the approximate round-trip cost is \$41.

Coach/USA/Wisconsin buses depart Chicago Midway Airport for Milwaukee hourly at ten past the hour (9:10 a.m.-10:10 p.m.) at an approximate round-trip cost of \$63. Airport Connection (see above) also provides limousine/shuttle service to Chicago airports. Amtrak also provides regular service from Chicago to Milwaukee.

Program Highlights

Keynote Speaker (Wednesday morning, July 5, 10:30 a.m.)

We are pleased to welcome Azouz Begag as our keynote speaker. Read excerpts from Christopher Pinet's interview on page 18.

Dictée (Thursday, July 6, 8:00-9:00 a.m.)

AATF member Marie-Simone Pavlovich, a finalist in Bernard Pivot's *Trophées de la langue française*, will organize a *dictée* for AATF convention-goers. Come try your hand at this very French discipline.

Other Activities

Pre-Convention Cinema Workshop

See the description of this one-of-a-kind workshop on using French cinema in the classroom on page 47. You may register using the Convention Registration Form on pages 49-50.

Workshops

We are pleased to offer six workshops. See the complete descriptions on page 17. Pre-registration is recommended.

Welcome Luncheon

(Wednesday, July 5, 12:00-2:00 p.m.)

The Welcome Luncheon has become a popular feature of our convention. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. This year the luncheon will be attended by Azouz Begag and French Ambassador Jean-David Levitte. Menu: caesar salad, basil-roasted chicken with orzo risotto, white chocolate mousse; \$38 per person. (Spouses and guests welcome; pre-registration required).

Exhibit Opening

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

Our exhibit hall, featuring nearly 50 exhibitors will open with a wine and cheese reception sponsored jointly by the AATF and the Cultural Service of the French Embassy. Celebrate the ending of the first day of the convention, and see what our exhibitors and sponsors have to offer.

Film Showing at the Oriental Theater

(Wednesday, July 5, 9:30 p.m.)

We are pleased to offer a special showing of *Le Gone du Chaâba* at this historic theater. Inspired by Azouz Begag's autobiographical novel, the film by director Christophe Ruggia depicts the life of several families of Algerian origin in a suburban Lyon shantytown in 1965. Entrance is free to all convention attendees, and bus transportation will be provided. Azouz Begag will be present and will answer questions following the showing. This event is co-sponsored by the University of Wisconsin-Milwaukee Center for Latin American and Caribbean Studies and the Southeast Wisconsin Academic Alliance in French.

Activities at the Milwaukee Museum of Art

(Thursday, July 6, beginning at 3:45 p.m.)

- **Guided Tour of the Haitian Art Exhibit** (3:45-4:15 p.m.) (Space is limited: \$10 registration fee; pre-reservation recommended);
- **Lecture on French print exhibit:** "Géricault to Toulouse-Lautrec: Nineteenth-Century French Prints," given by Yannick Mercoyrol, *Attaché culturel*,

Consulat de France à Chicago (4:30-5:30 p.m., open to all AATF attendees);

- **Reception** (5:30-6:30 p.m., open to all AATF convention attendees)

Brown Bag Film Showings

Black, Blanc, Beur: parlons-en ! (Thursday, July 6, 12:00-2:00 p.m.)

Documentaire par Johann Sadock, monté à partir d'entretiens avec des jeunes de diverses origines, des journalistes et des éducateurs. Parmi les sujets abordés: histoire et mémoires, rapports inter-ethniques, racisme et antisémitisme, discriminations, représentations dans les médias, violence, vie de groupe et de couple en cité, identité française et double culture. Johann Sadock sera présent. (Spouses and guests welcome; box lunch: \$20)

Faat Kiné (Friday, July 7, 12:00-2:30 p.m.)

Faat Kiné is an homage by Ousmane Sembène to the heroism of African women. The film follows Faat Kiné in her daily life as a service station manager in Dakar. The forty-something single mother has overcome obstacles in her professional life. Her two children have just succeeded brilliantly in their studies. After one last trial, she can dream anew. (Spouses and guests welcome; box lunch: \$20)

Concert

Le Chevalier de Saint-Georges

(Friday, July 7, 5:30-6:30 p.m.)

World-renowned violinist Bernard Zinck, University of Wisconsin-Milwaukee will present the story of le Chevalier de Saint Georges, one of the most remarkable figures of the 18th century. This son of a slave rose to the top of French society by mastering both classical music and fencing, earning him the title of Marie-Antoinette's music director and colonel in the *Légion des hussards américains*. (Free to all attendees; spouses and guests welcome).

AATF Awards Banquet

(Friday, July 7, 7:00-9:00 p.m.)

Join us to celebrate a successful convention at the AATF Awards Banquet as we honor the achievements of our members during 2005. Menu: crab cake, bibb and endive salad, herb-crusted chicken breast with mushroom stuffing, Harlequin cake; \$55 per person (Spouses and guests welcome; pre-registration required).

Concert

The Jazz Fauré Project: Where French Impressionism Meets American jazz

(Friday, July 7, 9:00 p.m.)

Our palette of contemporary musical colors is played out against the canvas of 19th century French impressionist com-

poser Gabriel Fauré. Fauré's unique melodic soundscape comes under the rhythmic sway of swing, jazz waltz, bossa nova, Latin, pop and blues.

Bring together a lineup of Chicago's top jazz musicians on piano, sax, flute, clarinet, bass and drums, and two exquisite and gregarious crossover singers, Claudia Hommel and Sean Harris; warm up the evening with a brew of 20th century Parisian favorites. And voilà! The sublime meets swing and everyone comes out singing!

For a classy jazzy and ever so French-American evening of music-making! (Spouses and guests welcome; \$25 per person; pre-registration recommended).

Excursions

Excursion to Sprecher Brewery (Saturday, July 8, 1:00-3:00 p.m., times approximate)

Take a guided tour in French of Milwaukee's original microbrewery and the 2004 Great American Beer Festival's Small Brewing Company of the Year. Established in 1985, Sprecher is the first microbrewery in Wisconsin since prohibition. Learn how Sprecher's award-winning beers are produced from start to finish. The tour will take you through the brewhouse, into the lager cellar, along the bottling line, and end in the indoor beer garden where you are encouraged to try the authentic European style beers (Sprecher's Belgian-style ale is especially popular) as well as gourmet sodas. For more information, [www.sprecherbrewery.com]. (Spouses and guests welcome; \$20 per person, includes transportation; pre-registration required).

Excursion to Marquette University (Saturday, July 8, 1:00-3:00 p.m., times approximate)

Two guided tours in French await you at Marquette University—only a mile from the conference hotel. First, you will visit the lovely 15th-century St. Joan of Arc Chapel, "the only medieval structure in the entire Western Hemisphere dedicated to its original purpose: Ad Majorem Dei Gloriam." It stood originally in the French village of Chasse (near Lyon) before being meticulously dismantled and rebuilt, first on Long Island and then in Milwaukee in 1964. The visit will continue at Marquette's Haggerty Museum where a French-speaking docent will present "French Posters of Berthon, Grasset and Mucha from the Milton and Paula Gutglass Collection," an exhibit organized to coincide with the AATF Conference. For more information, [www.marquette.edu/chapel/history/index.shtml]. (Spouses and guests welcome; \$20 per person, includes transportation; pre-registration required).

HAVE YOU MOVED OR PLANNING TO MOVE? 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].

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City _____ State _____ Zip _____		
Old address _____		
(as it appears on mailing label)		
City _____ State _____ Zip _____		
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; E-mail: [ahanson@siu.edu].		

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.

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

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Pre-registration (see form pages 49-50) is required (\$25 per workshop).

Wednesday, July 5 (2:00-5:00 p.m.)

W115: *Black, Blanc, Beur?* The Immigration Phenomenon and Multicultural Tension in France

Sally Magnan, *University of Wisconsin*, and **Margaret Bussone**, *Homestead High School (WI)*

This workshop will offer an overview of immigration history in France and activities based on popular songs, films, stories, and media reports that help students understand multiculturalism in France today. Larger topic areas include the debate over religious symbols in schools, car burnings in 2005, SOS racism and social issues, and the role of sports in shaping a multicultural identity for France.

Thursday, July 6 (2:00-5:00 p.m.)

W244: Flashforward: Putting Assessments in Focus First

Paul Sandrock, *Wisconsin Department of Public Instruction*, **Anita Alkhas**, *University of Wisconsin-Milwaukee*, **Jaci Collins**, *Lincoln High School (WI)*, **Lisa Myhre**, *Meyer Middle School (WI)*, **Jody Schneider**, *Woodlands School (WI)*

By putting assessments in focus up front, we stay true to the standards that are central to our teaching. Educators teaching French from kindergarten through the university level share their unit design process, moving backwards from assessment of

students' interpretive, interpersonal, and presentational performance to daily lesson planning.

Friday, July 7 (8:45-11:45 a.m.)

W244: Québec: «Je me souviens» à travers le conte québécois, la chanson québécoise, le cinéma québécois ainsi que sa belle histoire

Jeanne Comeford, *Regina Doyle-Sternlicht*, *Danvers High School (MA)*, **Margarita Lévassur**, *Plainfield South High School (IL)*, **Tami Wietfeldt**, *AATF (WA)*

Bien le bonjour du Québec! Grâce à une bourse AATF pour le stage de perfectionnement de l'enseignement de français à l'Université Laval (2005), offert par le Ministère des Relations internationales du Québec, les intervenantes parleront non pas d'un stage merveilleux, enrichissant, et amusant, mais de ce qu'elles y ont appris! Elles offriront le «plus beau sourire de la plus belle province» à travers des leçons de communication orale et un approfondissement de la culture riche qui existe en Francophonie en Amérique du nord.

Friday, July 7 (2:30-5:30 p.m.)

W354: Swing la Bacaille: la chanson pour faire bouger votre classe

David Graham, *Clinton Community College (NY)*, and **Madeline Turan**, *Sachem High School North (NY)*

Are your students bored? Are enrollments declining? *La chanson québécoise*

will make your class come alive. We offer a wide variety of songs from everyday life and *le temps des fêtes*. Suggestions for in class activities and extra-curricular promotion will be offered. The presentation will conclude with a *boîte à chansons* session.

Saturday, July 8 (8:45-11:45 a.m.)

W423: AP French Language

Eliane Kurbegov, *Dr. Michael Krop Senior High School (FL)/College Board Consultant*

Cet atelier permettra aux participants d'examiner et de discuter des échantillons de performances écrites et orales. Les échantillons seront accompagnés des critères d'évaluation et basés sur l'examen AP Langue 2006. Les participants auront également l'occasion de poser des questions et d'échanger des idées.

Saturday, July 8 (8:45-11:45 a.m.)

W427: Le Cinéma pour écouter, parler, jouer, écrire et s'instruire: mille et une activités pour la classe de français

Colette Henriette, *McDaniel College (MD)*

Le cinéma est un outil incontournable pour enseigner la langue. Dans la première partie de cet atelier l'animatrice présentera une méthode pour exploiter les possibilités inépuisables de ce médium. En prenant comme exemple *Rue Cases nègres*, les participants s'essayeront à créer des activités utiles qu'ils pourront utiliser immédiatement.

ACADEMIC CREDIT FOR ATTENDING THE 2006 CONVENTION IN MILWAUKEE

The AATF is pleased to be able to offer 2006 Quebec City Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$112. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Wednesday, July 5 and concluding on Saturday, July 8, 2006.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Wednesday, July 5.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.

- ◆ FLES*
- ◆ French and Francophone Cultures
- ◆ Literature
- ◆ Language Learning
- ◆ Teaching Techniques
- ◆ Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - 1) A summary and critique of each session;
 - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
 - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2006**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 49-50. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [kennelly@webster.edu].

ENTRETIEN AVEC AZOUZ BEGAG—3 FÉVRIER 2006¹

Azouz Begag a été nommé Ministre délégué à la Promotion de l'égalité des chances le 2 juin 2006. Un mois auparavant il avait reçu la Légion d'honneur. Né à Lyon en 1957 d'un père algérien et d'une mère kabyle, Azouz Begag a passé les dix premières années de sa jeunesse dans un bidonville sur les bords du Rhône. Ensuite sa famille a quitté le bidonville pour emménager dans une barre d'immeuble à la cité, Duchère. Begag a fait son doctorat en sciences économiques et il est entré au CNRS, au Laboratoire Espace et Exclusion, et à l'Institut de Géographie à Paris en 1986. Chargé de la recherche en socio-économie urbaine Begag a écrit une dizaine d'œuvres sociologiques dont *Écarts d'identité* (1990); *Quartiers sensibles* (1994), un livre prophétique quant aux émeutes de l'automne 2005; *Les Dérouilleurs: ces Français de banlieue qui ont réussi* (2002); *L'Intégration* (2003); et *La République arc-en-ciel*, un rapport écrit à la demande de Dominique de Villepin (2004), alors Ministre de l'Intérieur. Suite à ce rapport, il a été nommé membre du Conseil économique et social, désigné sur la proposition du Premier ministre.

En 1986 Begag a publié son premier roman, *Le Gone du Chaâba*, qui s'inspire de sa jeunesse et a gagné le Prix des sorcières en 1987. Ce roman est devenu un classique et en 1998 il a été adapté au cinéma. Une traduction en anglais du roman sera publiée par l'*University of Nebraska* en automne 2006. D'autres de ses romans (il en a écrit une vingtaine) y compris *Béni ou le paradis privé* (1989), *Les Chiens aussi* (1995) et *Le Marteau Pique-Cœur* (2004) ont connu du succès aussi. Il a écrit également des contes pour enfants. Son film (il a servi comme scénariste), *Camping à la ferme*, est sorti en juin 2005. Actuellement il est en train (avec Alec Hargreaves) de préparer un roman en anglais écrit en 2005 et qui annonce les émeutes de 2005.

En tant que conférencier d'honneur à Milwaukee lors du congrès annuel de l'AATF en juillet 2006, Azouz Begag fera un état présent de sa première année comme Ministre de la Promotion de l'Égalité des chances. On trouvera un autre entretien avec Azouz Begag dans la *French Review* (78.3, 548-57) et un article sur *Le Gone du Chaâba* (77.6, 1151-64). Cet entretien-ci a eu lieu au Ministère de l'Égalité des chances à Paris, à peu près trois mois après les émeutes de l'automne 2005.

Q : Alors, vous savez que tout le monde est au courant des émeutes qui ont eu lieu en France aux mois d'octobre/novembre 2005. Comment avez-vous vécu ces émeutes sur le plan personnel aussi bien que sur le plan professionnel?

R : Ça a été une période très difficile pour moi, très difficile parce que ces émeutes mettaient en scène des enfants des banlieues qui étaient tous Français mais issus de l'immigration arabe ou africaine; des enfants de couleur, par conséquent. Moi, je voulais être le défenseur, l'avocat de ces enfants, de ces pauvres, de ces jeunes qui souffrent beaucoup de discrimina-



tion, qui sont mal dans leur peau en France parce que la France ne leur a pas fait assez de place. Je voulais participer beaucoup plus aux débats médiatiques, politiques, mais en même temps j'étais dans une grande difficulté parce que je ne voulais pas me montrer aux yeux des Français comme le ministre des Arabes, des noirs et des banlieues. Un ministre devrait être le ministre de tous les Français. Alors, je sais qu'il y a dans ce pays beaucoup de problèmes d'inégalité à réduire, à résoudre pour les femmes; beaucoup de problèmes d'inégalité pour les «disabled», les personnes handicapées, beaucoup de problèmes de chômage en France pour les personnes qui ont plus de cinquante ans et qui ont perdu leur emploi. C'est très difficile pour eux de revenir sur le marché du travail.

Q : Comme les retraités algériens qui vont perdre leur sécurité sociale s'ils passent plus de 180 jours dans leur pays.

R : Exactement! Alors il y a dans ce pays beaucoup de personnes qui souffrent beaucoup: de groupes, de populations qui souffrent de l'inégalité sociale. Moi je ne voulais pas faire croire aux Français qu'il y avait

seulement des enfants des banlieues. Voilà pourquoi naturellement j'étais dans une situation très difficile puisque les violences qui se sont produites mettaient en scène non pas le Ministre de l'Égalité des chances, mais le Ministre de l'Intérieur qui s'appelle Nicolas Sarkozy. C'est le ministre de la police, c'est le ministre de la gendarmerie. C'est le ministre des pompiers et par conséquent les gens attendaient que Azouz Begag soit présent à la télévision pour défendre les banlieues, mais ils voyaient souvent Monsieur Nicolas Sarkozy puisque que c'était sa responsabilité directe. Alors ils me disaient «Where are you, Mister the Minister?» «Where are you?»

«What are you doing?» Alors, c'était très difficile. C'était quelque chose comme une «double bind» pour moi, une double contrainte. Si je ne faisais rien, j'étais accusé; si je faisais quelque chose «I would have been accused» aussi.

Q : Donc, comment expliquez-vous l'absence des femmes dans ces émeutes ?

R : Parce que je pense que les femmes, les filles issues de l'immigration maghrébine et africaine dans l'espace publique sont moins victimes des discriminations directes que les garçons. Je prends un exemple: dans les discothèques les garçons arabes ou noirs ne peuvent pas rentrer, mais les femmes, souvent très jolies, n'ont aucun problème pour rentrer. En matière d'emploi aussi, très souvent, en matière d'emploi les Français préfèrent ouvrir la porte de l'intégration aux filles plutôt qu'aux garçons parce qu'ils pensent que les filles sont plus dociles, elles sont plus respectueuses des valeurs, sont plus douces, tendres; ne sont pas violentes, alors que les garçons arabes et noirs ont une image de garçons violents, une image totalement fautive. Ce sont des préjugés, mais c'est cette image qu'ils ont malheureusement.

Q : On sait que pour beaucoup de gens vous représentez l'espoir d'un meilleur avenir. Qu'est-ce que vous avez fait jusqu'à présent pour justifier cette confiance?

R : Il y a au moins trois opérations très importantes. Alors, je défends à l'Assemblée nationale le projet de loi, «Égalité des chances», dans lequel il y a, à mon avis, deux choses très importantes. Ce sont des choses qui sont dues à la lutte contre les discriminations et deuxièmement le travail pour la diversité française. Voilà deux chapitres de la loi. Le premier contre les dis-

¹ Au lecteur: Vous ne trouverez ici qu'une partie de l'entretien dont la version intégrale sera publiée dans la *French Review*, 79:6 (mai 2006).

criminations qui va donner à une autorité que nous avons créée il y a six mois—la Halde, (Haute Autorité de Lutte contre les Discriminations et pour l'Égalité) qui est un peu l'équivalent de «the Commission for Racial Equality». Alors nous allons doter, donner à cette autorité un pouvoir de sanction financière et administrative. Et nous allons aussi lui donner et organiser partout en France ce que ce qu'on appelle le «testing» (c'est-à-dire, des vérifications à l'improviste d'éventuelles pratiques discriminatoires; la Halde pourra infliger des sanctions d'un montant maximal de 5.000 euros pour une personne physique et 25.000 euros pour une personne morale.)

Q : On pense souvent à votre génération comme la génération «beur». On dit aussi que la troisième génération est plus aliénée que votre génération. Pourriez-vous nous expliquer pourquoi et dire si cela vous pose des problèmes quand vous rencontrez ces jeunes qui ont participé aux émeutes?

R : Eh oui, parce que je pense que depuis 25 ans nous sommes les enfants d'immigrés. Donc, nous avons eu un rapport direct avec nos parents, avec le sentiment d'appartenance à une population déjà pauvre et dont nous savions l'origine. En 25 ans je pense qu'il y a deux choses qui se sont produites. La première concerne le temps. Quand nous étions dans les années 1960, nous allions à l'école et nous pouvions avoir une projection de trente ans/quarante ans où nous disions, comme nous avons vingt ans: «Dans quarante ans je serai professeur, dans quarante ans je serai à la retraite. Ou bien je serai médecin». Nous avons des projets comme ça parce que l'horizon social était dégagé. Aujourd'hui, vingt-cinq ans plus tard, quand nous avons dix-huit dans un quartier pauvre et que tu regardes l'avenir on peut dire: «Dans deux ans, trois ans voilà ce que je veux faire». Et personne ne dit aujourd'hui dans dix ans, dans quinze ans, dans vingt ans; c'est fini. Et donc le temps, ce que j'appelle le temps de projection, la perspective temporelle, s'est réduite considérablement. Alors, les jeunes d'aujourd'hui sont de plus en plus prisonniers de la tyrannie du présent, de l'urgence «to get out of it». Quand il y a une compression du temps, les gens sont sous pression, ont peur et veulent se protéger. Comment «make money», faire de l'argent pour se protéger. Faire de l'argent, beaucoup et tout de suite. Nous sommes aujourd'hui dans une grande société de consommation où l'immédiateté a remplacé la durée; où la superficialité a remplacé la profondeur; où l'éphémère a remplacé la patience. Alors les jeunes d'aujourd'hui sont sous

cette pression du temps. Et donc sous cette pression économique et sont prêts à tout pour gagner beaucoup, pour «for what?» Ho! Apparaître, apparaître pour acheter les objets de la consommation qui donnent le pouvoir de paraître. Voilà, nous sommes en plein dans la contradiction...

Q : Dans les problèmes de la drogue...

R : «Everywhere». Partout dans le monde. Si tu vas à Chicago, si tu vas à Alger, Lagos, Nigeria, Johannesburg, South Africa, Brésil, Rio de Janeiro, nous retrouverons les mêmes problèmes. Des jeunes qui ont peur, qui sont détachés de leurs parents, ne savent plus d'où ils sont, et quand ils regardent devant eux ils ne savent plus où ils vont parce que le temps est compressé. Alors, vous avez la responsabilité avec l'Éducation nationale de dire aux enfants «Take it easy!» «Vous avez le temps». Vous avez seize ans, dix-huit ans, c'est le temps d'apprendre, c'est le temps d'acquérir des connaissances. C'est le temps de la patience parce que vous allez vivre trente ans, quarante ans, cinquante ans. Voilà pourquoi j'ai une idée. Aujourd'hui, mourir pour un jeune dans un quartier pauvre, mourir c'est souvent par mort violente: la drogue, une balle perdue, une agression. La mort naturelle, la mort de vieillesse a disparu de la psychologie de ces quartiers. Voilà pourquoi je trouve important de réinstaller des cimetières dans ces quartiers, juste pour dire aux gens «Voyez, on peut mourir normalement à quatre-vingt-dix ans; on peut mourir de vieillesse et c'est ça la vie. Ce n'est pas mourir dans un accident de voiture, ce n'est pas mourir avec une «overdose» de drogue. C'est avoir la patience d'attendre, d'attendre...Voilà des exemples qui montrent que les violences que nous avons vécues en France il y a trois mois sont en fait des violences que peuvent connaître n'importe quel autre pays du monde capitaliste...

Q : Une des choses curieuses pendant les émeutes, c'est qu'on ne les a pas liées avec la loi sur «les signes ostensibles» promulguée en 2004. D'ailleurs, on a l'impression que la plupart des gens en banlieue acceptent cette loi. Comment expliquez-vous ce phénomène et ce fait?

R : Cela montre tout simplement qu'il n'y a pas de causalité entre l'Islam et ces violences, que le caractère social de ces irruptions de violence est l'argument majeur explicatif de ces violences et que finalement la religion depuis de nombreuses années en France a été surtout le fait d'une amplification médiatique. Il faut se souvenir qu'en 1989 lorsque il y a eu les premières grandes questions identitaires à pro-

pos du voile, du foulard islamique («Islamic scarf») c'étaient des filles, trois filles; trois, trois seulement dans une banlieue parisienne qui avaient porté cela dans un collège. Et encore ce n'était même pas le voile iranien, c'était sur les cheveux, un foulard sur les cheveux, simplement «only that!» Imaginez le scandale politique! On avait le sentiment en 1989 que la France était déjà envahie par l'Islam, et je pense que les médias ont amplifié cette diabolisation.

Q : Il y avait dans les hebdomadaires cette semaine—*Le Point*... «L'Islam en France...»

R : Exactement, exactement et à chaque fois... donc vous avez vu qu'il y a deux choses très importantes qu'il faut remarquer pendant ces violences que les musulmans ou les imams des banlieues n'ont joué aucun rôle et que deuxièmement il n'y a eu aucun acte anti-sémite, aucun acte anti-sémite pendant ces trois semaines de violences. On n'a pas dit...c'est quelque chose de très important. Donc il n'y a pas de conflits, de rivalités interreligieuses, intercommunautaires dans ces quartiers.

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NEW CD AVAILABLE ARCHITECTURAL WALKING TOUR OF PARIS

The AATF now has available a CD entitled: "Paris: A Walking Tour of Selected Buildings." Designed for architects, this excellent CD has a wealth of still and video photography of 24 Paris buildings and monuments, including the *Musée d'Orsay*, *la Grande Arche*, *la Bibliothèque nationale*, *la Cité des sciences*, *la Pyramide du Louvre*, and the *Centre Pompidou*. For each building, there is a brief introduction in English, a series of still photographs of the features of the building, a series of video clips of each building, as well as a site map.

The AATF would like to thank Jeff Roberts of New World Design Partnership for providing us with this excellent resource for French teachers.

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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.

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CONVENTION INFORMATION

- ◆ Registration - pages 49-50
- ◆ Travel & Hotel - pages 15
- ◆ Academic Credit - page 17
- ◆ Convention Highlights - pages 15-16
- ◆ Excursions - page 15-16

All information is on the AATF Web site at

[www.frenchteachers.org]

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. 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
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M., Mme/Mlle _____

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Fait à Carbondale, Illinois, États-Unis d'Amérique
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valoir ce que de droit.

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THE DIRECTIONS GAME

I have been practicing this activity to reinforce directions for several years now in my French courses. In French it is very important to distinguish between *droit* and *droite*. This activity is very popular among students within all sections of French, so much so that students often mention it specifically when completing end-of-semester evaluation forms. Although I teach university-level students, this activity will work well also at the high school level.

All instructors are aware of how important the teacher-student relationship is in a foreign language classroom. In general, students need to feel comfortable in the class and comfortable speaking and making mistakes without feeling pressure. Because of its "comic" nature, this is an excellent activity to break the tension barrier, since it involves both students and teacher. It generates amusement and laughter from both the individual student and the entire class when mistakes are made.

Preparations before beginning of class

- (1) On index cards or index size paper, write one student name per card.
- (2) On the day the activity is to be performed, arrange desks in rows, if they aren't already.
- (3) On the day the activity is to be performed, take roll using these cards so that if a student is absent the respective card may be removed from the deck
- (4) You may wish to write vocabulary in points 1 and 2 below on the board. However, the activity works better if the words are *not* written on the board, in particular if you wish to focus on *understanding* and *giving* directions. This is an aspect that, at the teacher's discretion, can be modified according to class level, proficiency, and classroom needs.

Activity during class

Preparation:

- (1) Review the pronunciation of the direction words: *tout droit*, *à droite*, *à gauche*, insisting a few times on the difference between *droit* and *droite*. It is always useful to mimic and show the words with your arms.
- (2) Review the imperative commands *allez*, *arrêtez*, *continuez*, and *tournez*. Again mimic them.
- (3) Tell the class you are going to play a game. (You may or may not wish to write an outline of the game directions on the board).
- (4) Shuffle the student name cards and distribute them randomly. While distribut-

ing cards, make sure the name on the card is that of a student across the room, not right next to the person receiving the card.

Activity:

- (5) Choose a student to begin and stand right next to his or her desk.
- (6) In French, tell this student to read aloud the name on the card.
- (7) In French, tell that same student to give you directions to go to the student whose name is on the card.
- (8) Once you are at the other student's desk, repeat steps 6 and 7 until every student has spoken and/or for the time you had allotted to this activity.

It is important that you gently run into objects (desks, blackboard, wall, door, etc.) if students give/pronounce wrong directions, don't tell you to turn when necessary, or if they forget to say "stop" before telling you to turn. Make appropriate comments ("aie!" "zut," etc.) when this happens. This is the tension breaker and the "fun" of the activity, together with controlling the teacher! Also make sure to vary routes. If students don't vary routes on their own, after a number of times, while the current student is speaking, suggest to him or her an alternate path, turning at a different row of desks or taking a longer or shorter route.

Variations:

- (a) before repeating steps 6 through 8, turn to face the blackboard each time.
- (b) after a few tries or on different days, have students give each other directions
- (c) to raise the difficulty, use a blindfold

Example (In parenthesis are "stage directions" for the teacher):

Teacher: Alors, Anna, ta carte dit quoi?

Anna: Comment?

Teacher: Le nom sur ta carte, c'est...

Anna: Ah oui! Lisa

Teacher: Lisa où es-tu? Lève la main! Bon, Anna, dis-moi comment aller à Lisa. Donne-moi des directions comme 'Allez-tout droit,' etc.

Anna: Allez tout droite (sic)

(notice pronunciation mistake)

Teacher: Oui? Tu es sûre? Tout droite? (sic)

Anna: Oui.

Teacher: OK. (go right, hit desk, student repeats)

Anna: Oh no! Tournez-vous à gauche, Madame. Allez tout droit. (student self corrects)

Teacher: Très bien.

Anna: Continuez tout droit, continuez tout droit...Arrêtez. (encourage the student)

Anna: Tournez à droite, continuez tout droit; arrêtez. Tournez à droite. Continuez un peu droit. Arrêtez. C'est Lisa.

Teacher: Super, Anna! Maintenant Lisa, le nom sur ta carte, c'est?

Lisa: C'est Sam

Teacher: Bon, dis-moi comment j'arrive à Sam.

Lisa: Donc, tournez-vous, tournez-vous. Allez tout droit... (etc.)

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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



ISE "LANGUAGE MATTERS" AWARD ANNOUNCED

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high

school teacher of French at the AATF annual convention in Milwaukee in July.

Dennis Meredith, Director of Education at ISE, says: "Our goal is simply to recognize those who do an outstanding job getting their students to speak French. The name of the award is based on our logo, which proclaims 'Where Language Matters.' The award reflects the mission of ISE as 'a non-profit educational organization founded more than 30 years ago by foreign language teachers for the purpose of creating authentic beyond-the-classroom experiences for American foreign language students and teachers.'"

AWARD: The ISE Language Matters Award will consist of a framed award certificate accompanied by a \$500 cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting his / her students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee's dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee's CV, (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students' speaking abilities in French, students' achievements, and student exchange/travel experiences, as well as other immersion experiences outside of the classroom.

DEADLINES: The nominee's dossier must be postmarked by **May 20, 2006**, and arrive



by May 26, 2006. It should be sent to AATF, ISE "Language Matters" Award; Mailcode 4510, Southern Illinois University, Carbondale, IL

62901.

The recipient of the award will be notified by June 15, 2006. The award will be presented by Dennis Meredith of ISE during the AATF Convention in Milwaukee. Questions about this award should be directed to Margot Steinhart at [m.steinhart@sbcglobal.net]. For more information in ISE visit [www.isemn.net].

REGIONAL STAR AWARD

We are pleased to announce that in 2006, *Le Grand Concours* will award at least nine \$500 scholarships to winners of the 2006 National French Contest! One scholarship has been earmarked for each region of AATF. Additional scholarships may be available, depending on Contest enrollment (results, number of winners, etc.) The scholarships are meant to be a meaningful prize that can be used to further the students' study of French.

Eligibility:

1. **NATIONALLY** ranked winners (National rank 1-11) in *Le Grand Concours* 2006
2. Student has participated (not necessary to rank!) in at least one other *Concours* prior to 2006
3. Student plans to continue study of French

Application procedure:

To make the procedure as simple as possible, no formal application form is necessary. Students should prepare a letter (French or English) addressed to the Regional Representative. The letter must include details on how they plan to use their scholarship and will include proof of registration in an accredited program (summer school, college, immersion program, language camp, etc.) Important note: Funds must be spent in the U.S. The scholarship may not be used for study abroad/study trips.

Please contact your Chapter Contest Administrator, Regional Representative, or the National Director with any questions.

Le Grand Concours

P.O. Box 3283

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[legrandconcours@sbcglobal.net]

STUDENT TEACHING IN FRANCE: AN EXPERIMENT

Students seeking certification as language teachers at Minnesota State University, Mankato, must meet the requirements for admission to the Professional Education Program, complete coursework, student teach, and pass state examinations in reading, writing, mathematics and their language. Since students are certified to teach K-12, they are required to take two methods courses: Methods of Teaching a Modern Language and Foreign Language Elementary School Methods. Both courses include a twenty-hour practicum that is done in a grade school and a high school.

The Board of Regents for the Minnesota State Colleges and Universities system assigns institutions that offer teacher certification a territory where they can place student teachers. Each university signs contracts with the schools for the placement of future teachers. If it becomes necessary for an individual to teach in another university's territory, permission must be obtained from the university to which that area has been assigned. Out-of-state placements are usually difficult to arrange.

When one of our students was accepted to teach English in France as an *assistant*, he wondered if this experience could qualify as his student teaching. First and foremost, the individual sought permission from the School of Education which was not opposed to the proposal. After that, he needed a faculty member to make an on-site observation during his stay in France. Since I planned to be there over the holiday season, I agreed to observe him. I then negotiated with the University which agreed to pay me a salary for one day. In turn, I agreed to purchase my own train ticket and pay for a hotel room. Fortunately, the French school provided me with a place to stay.

Upon his arrival in Brittany, the student had to obtain authorization for my visit from the school where he had been placed, and the head of the institution agreed without any hesitation. While on site, I observed the student teach several classes and met with his supervisors. After my stay, I completed various evaluations and observation forms required by the university. The French cooperating teacher did the same. All paperwork was submitted to the School of Education which then gave him credit for his student-teaching experience.

John J. Janc

Minnesota State University, Mankato
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Editor's Note: We offer this in the hopes that others with students participating in the assistantship program may be able to similarly benefit from the immersion teaching experience.

SALUT LES JEUNES



À TABLE!

These activities are appropriate for any age language learner. Anyone planning to visit a French speaking country will have to eat! It helps to be comfortable with the vocabulary at the table.

JOUER AUX CUILLÈRES

Do you remember playing "Spoons" as a child? It's a rapid game that can be played with almost any size group, although groups of 3 to 6 work best.

- Students sit in a circle on the floor or around a desk.
- Distribute 4 cards to each student.
- Place plastic spoons in the center--one less than the number of students playing.
- The goal is to collect 4 cards of the same number.
- Dealer takes top card from pile (*la pioche*) and either passes it on face down to the person to his right, or keeps it and passes a card from his hand.
- Players continue rapidly (*pioche, passez*) until the pile is depleted. If no one has collected 4 of the same card, dealer continues with the pile that has grown from the discards of the last person in the circle.
- When someone collects 4 of a kind, he shouts, "*Cuillère*" as he grabs a spoon. Everyone else grabs for a spoon, and the last person with no spoon is out.

Language Goals:

The reason I introduced *le couvert* with this silly card game is that *la cuillère* is the most difficult of the words to learn, and this reinforces the target word effectively. "*J'ai une cuillère. Zut! Je n'ai pas de cuillère.*" Students can practice numbers and playing card vocabulary: "*J'ai le cinq de pique, le cinq de coeur, le cinq de carreau, le cinq de trèfle.*" A reminder for the face cards: *l'as, le roi, la dame, le valet.*

METTRE LE COUVERT

LA CULTURE: Explain to the students that setting the table in France is just a little different with the forks and spoons turned over. French silverware will have the prettiest part of the design on the part we consider the underneath side of the utensil.

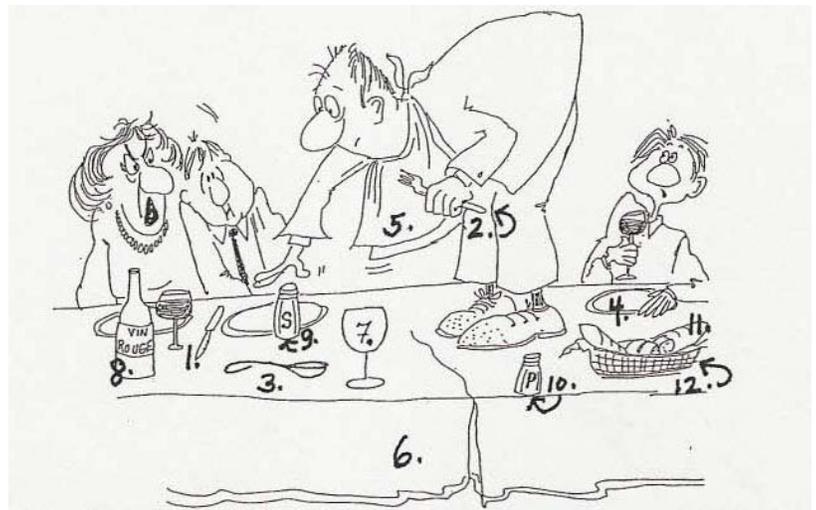
LE JEU: (Even high school students like this!) Bring in whatever you have in paper and plastic as these will invariably end up on the floor at one point or another. Set up two place settings on a desk facing each other. Choose two students at a time to come up. *Les mains derrière le dos!* Then call out an item on the table: *Prenez la fourchette! Prenez l'assiette!* Do 3 or 4 items and then switch contestants. It's fun and the vocabulary is easily reinforced.

LE PROJET: Give students 8 1/2" X 14" copy paper or large construction paper. Have them create a table setting. I ask them to label each item, but that is the only restriction. Younger students don't need the written word at all. They can practice orally by explaining their place mat to their classmates. For older students, I give them a list of items I want them to include. (See below.) I have had fabulous results with computer art, magazine cutouts, original drawings, or real items pasted to the paper. These make lively and colorful displays to publicize your French classes. We have also made a whole stack of them to use during National French Week in the cafeteria.

À TABLE: Once the students have practiced the vocabulary, put it to use with a French breakfast of *des croissants, du beurre, de la confiture, et du chocolat chaud. Bon appetit!*

Use the drawing from the FLES 2006 National French Contest as a springboard for oral activities. The table items are numbered for the older students who want to see the vocabulary written.

- | | |
|------------------|-----------------|
| 1. le couteau | 7. le verre |
| 2. la fourchette | 8. la bouteille |
| 3. la cuillère | 9. le sel |
| 4. l'assiette | 10. le poivre |
| 5. la serviette | 11. le pain |
| 6. la nappe | 12. la panier |



Share your ideas for activities that reinforce *la table* to include in future issues of the *National Bulletin*.

Elizabeth Miller
Crystal Springs Uplands School (CA)
E-mail:(mmemiller@aol.com)

NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2006 is "La Musique francophone: Tout un monde à découvrir/Francophone Music: A Whole World to Discover."

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2006.**

Send to: David Graham, 344 Trim Road, Morrisonville, NY 12962; e-mail: [davidg8809@aol.com].

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2005. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Theme relevance, originality, written expression.

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

POSTER CONTEST

Deadline: Postmarked by **October 15, 2006.**

Send to: Randa Duvick, Dept. of Foreign Languages and Literatures, Meier Hall, 1800 Chapel Drive, Valparaiso University, Valparaiso, IN 46383; e-mail: [randa.duvick@valpo.edu].

Guidelines: The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2005. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's

full name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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

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

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

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



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

	Quantity	Total
Bumper Stickers: National French Week: November 2-8 [2 for \$1; 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 2 au 8 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [1-25 @ 65 cents each; more than 25 @ 50 cents each]	_____	_____
Balloons: National French Week: La Semaine du Français [8 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (represents a 20% savings)	_____	_____
Invitations: Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes]	_____	_____
Posters: Copies of the 2005-2006 promotional poster included in this issue are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @\$1.50 each.	_____	_____
T-shirts (blue with white logo design)	_____	_____
	T-shirts x \$10 ___ L ___ XL	_____
	T-shirts x \$11 ___ XXL	_____
Note: T-shirt prices do not include postage (\$3 for first T-shirt, \$1 for each additional shirt);		_____

Total enclosed for promotional items. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Enclose payment or purchase order and mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62190. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org].

79^{ÈME} CONGRÈS ANNUEL DE L'AATF

PROGRAMME PRÉLIMINAIRE

Le programme qui suit constitue une version abrégée des sessions proposées. Vous trouverez le texte complet des résumés ainsi que tous les renseignements les plus à jour en ligne à [www.frenchteachers.org]. Vous trouverez ci-dessous les indications des jours de présentation, mais ces déterminations ne sont que provisoires. Vérifiez en ligne le programme final.

Sessions: mercredi 5 juillet
après-midi

S110: Creative Crafts For Communication
Harriet Saxon, Rutherford School District (NJ)

This session will provide ideas for teachers to create fun and proficiency-oriented projects to supplement the class lesson. The projects will be creative crafts for students to reinforce learning skills.

and

La Francophonie dans le monde entier
Jacqueline Friedman, Horace Mann School (NY)

Students are studying the many countries where French is used in daily life and otherwise. Each student chooses a country and writes an extensive report on that nation. Depending on levels, reports could be written in English or in French in high schools or colleges.

S111: Le Grand Concours 2006

Lisa Narug, Geneviève Delfosse, and Elizabeth Miller, Le Grand Concours

Starting in Grade 1 and going through high school, the National French Contest rewards student and teacher achievement in a national competition. Come learn about the *Concours* and how to make it relevant. Chairs of the Test Development Committees will be on-hand to answer any questions.

E112: It's all French to me! Écoutons et voyons le monde francophone

Karen Traynor and Bill Traynor, Tralco - Lingo Fun

This presentation will focus on Parisian, Québécois, and Cajun culture and include activities, tips, and strategies for using videos. View clips from new Paris videos, the new *Carnaval de Québec*, and *Acadian to Cajun*. Participants will be invited to apply strategies to their needs, receive classroom-ready handouts, and have an opportunity to win a featured video.

E113: Reading Below the Plot Line for Advanced Placement and Beyond

Myrna Rochester and Eileen Angelini, Focus Publishing/R. Pullins Company

One of the most difficult transitions the foreign language learner must make is to move from the process of acquiring a language via a skill-based curriculum to reading literature in the target foreign language. The aim of this session is to show how the reading and discussion of literature leads to the strengthening of all four language skills in a natural context as well as how to encourage students to make the leap into literature.

S114: Childhood as an Approach to Francophone Literature and Culture

Daniel Noren, Ferris State University (MI)

This presentation will include interactive childhood stories from Senegal, Martinique, and the Congo. Copies of original documents will be distributed as well as discussion questions and performance assessment of "Kirikou et la Sorcière." Participants will receive discussion and composition topics and suggestions for integrating the above into a diverse curriculum.

S117: Becoming Visible: Prestige, Identity Construction and Verlan Users

Natalie Lefkowitz, Central Washington University

To its speakers, *verlan* represents a covertly prestigious code, a metaphor of opposition, of talking back. As a symbolic vehicle of revolt, skillful *verlan* use is, in fact, good. The presenter will summarize empirical research on *verlan*, its evolution, and how speakers acquire covert prestige and identity.

S118: Shattering Stereotypes: Le Tiers État in Seventeenth-Century France

Sister Mary Helen Kashuba, Chestnut Hill College (PA)

Contrary to popular belief, social mobility and an acceptable life-style did exist among the lower classes. Authors and artists, such as Molière, Mme de Sévigné, La Bruyère, La Fontaine, and Le Nain provide insights, as do historical documents. This presentation will disprove common stereotypes and include suggested lesson plans.

E120: Rockin' and Hip Hoppin' in the French Classroom

Steven Langlois and Cindy Tracy, World of Reading, Ltd.

Songs from popular styles of music—rap, club dance, rock—for grammatical and thematic structures in your French classroom. Get students singing, dancing, and

inductively learning pronouns, conjugations, adjectives, etc. The presenter will share songs and ideas to use afterwards.

C121: Meeting of the National FLES* Commission

Harriet Saxon, Rutherford School District (NJ)

S122: Teaching Azouz Begag's Works as an Introduction to Contemporary French Civilization

Mary Anne O'Neil, Whitman College (WA)

Begag's *Le Gone du Chaâba* provides an introduction to the problems of the first *beur* generation in France. It is especially pertinent for its reflections on the problems these children of immigrants encounter in the school system and the difference teachers made in the author's personal life and academic career.

S123: Building Students' Proficiency using the Three Modes of Communication: Daily, Motivational Speaking Activities for All Levels

Shawn Morrison, College of Charleston (SC)

Research shows that students must speak the target language in order to gain proficiency, yet creating daily speaking activities can be a daunting task. This presentation will introduce a template for creating motivational activities that include all three modes of communication.

C124: National Board Certification: Working with the Challenges

Susan Colville-Hall, University of Akron (OH)

National Board certified teachers share their challenges and strategies for success in achieving certification.

S126: Regional Roundups

Members of AATF chapters in are invited to meet each other and to discuss their chapter's strengths, opportunities, and challenges. The discussion will be facilitated by the Regional Representatives, who will invite participants to convey their suggestions and needs for the future.

S129: French Socialist Communes in Illinois, Iowa, and Kansas: Nauvoo, Corn- ing, Silksville

Clyde Thogmartin, Iowa State University

On the nineteenth-century Midwestern frontier, three Utopian French socialist communes struggled, survived, and eventually were abandoned. Icaria, founded on the recently-deserted Mormon site at Nauvoo, Illinois, had a later offshoot near

Corning, Iowa, while Silkville was an attempt to plant mulberries, raise silk-worms, and make silk in eastern Kansas.

**Sessions: jeudi 6 juillet
matin**

S210: Up Close and Personal: A Visit to the Cannes Film Festival

Denise McCracken, *Saint Charles Community College (MO)*

The presenter attended the Cannes Film Festival in May 2006. This session will include an overview of the Festival and a PowerPoint presentation will provide a close-up view of the activities surrounding the Festival events. Various suggestions for including French language cinema in the classroom will be offered.

S211: Le Québec: berceau de notre patrimoine francophone

Margarita Levasseur, *Plainfield South High School (IL)*

Cet atelier présente en un clin d'oeil la province de Québec afin de mieux préparer les professeurs à visiter, étudier et enseigner le Québec.

S212: Chez pas or Je ne sais pas: Training Students' Ears

Lorin Pritikin, *Francis W. Parker School*

This session will introduce participants to the practice of training students' ears for better comprehension of colloquial pronunciation. This is a session on authentic speech patterns, not slang.

S213: So What's the Big Idea?

Alice Cataldi, *University of Delaware*

This session proposes a new approach for exploiting a story by drawing a parallel between the elements of a film storyline and the principles of Backward Design. It aims at making concept learning attainable to all students.

SPECIAL SESSION ON HAITIAN ART

S214: L'Art haïtien: de la malédiction de l'histoire au merveilleux
Owen Georges Leroy

Ancien critique d'art au journal *Le Nouveau Monde* et journaliste à Radio nationale d'Haïti, l'intervenant parlera de l'art de son pays. De cette Haïti qu'il a connu durant ... «ses folies et ses plus belles années». Il a vécu ces années comme témoin, participant et acteur durant «l'ouverture politique», «l'âge d'or», «la révolution culturelle haïtienne» des années soixante-dix.

S215: Créer du matériel pédagogique dans une perspective socioculturelle et «transprofessionnelle»

Marie-Claude Beauchamp, *McGill University (Canada)*

Aucun manuel n'est parfait. Aussi les enseignants sont-ils souvent appelés à concevoir du matériel didactique pour répondre aux besoins de leurs étudiants ou aux objectifs de leur programme. Comment créer un matériel adéquat et efficace?

S216: La Crise dans les banlieues, une crise française

Johann Sadock, *Massachusetts Institute of Technology*, **Christopher Pinet**, *Montana State University*, **Typhaine Leservot**, *Wesleyan University*, and **Linda Lehmil**, *Tulane University*

L'objectif de cette session sera de faire un bilan critique des causes profondes et des effets de la crise de l'automne 2005 dans les banlieues. Les intervenants et participants se poseront la question de la compatibilité entre un multiculturalisme à la française et l'idéologie républicaine.

E217: Optimiser l'oral en classe de français

Sylvie Wormser, *Ecole Suisse Internationale*

Avant tout pratique, cette présentation propose des solutions pour permettre aux élèves, même les plus timides, de prendre la parole en français. L'animateur fait partager son expérience en classe en présentant de nombreuses activités orales et donne des outils aux professeurs pour développer par eux-mêmes leur propre stratégie d'enseignement sur la durée d'un programme scolaire.

E218: Moliere Than Thou

Timothy Mooney, *Timothy Mooney Repertory Theatre (IL)*

Timothy Mooney presents *Moliere Than Thou*, a one-man show exploring and celebrating the life of France's greatest playwright and the world's greatest comedian. Mooney has turned thousands of students on to the work of Moliere with a portrayal that is as hilarious as it is educational.

S219: Teaching Memory and History with the Picpus Digital Archive

Margot Steinhart, **Janine Spencer**, and **Anne Landau**, *Northwestern University (IL)*

This on-line resource for teachers of French language and history focuses on a Franco-American site of memory where Lafayette is buried. Established under the Reign of Terror, the site also witnessed the fate of Jews under the German Occupation. The Archive offers a vast array of filmed interviews, original documents, and study guides.

S220: Total Immersion and the Bilingual Method

Jeannette Dickens-Hale, *Farmington Public Schools (MI)*

Two methods of teaching the present indicative tense conjugation of French regular -er verbs are compared to determine the most effective method of instruction. Total French Immersion and Bilingual French English are the two methods used to conduct the research with students in a French immersion program.

S221: Teaching French Language and Culture with Jokes, Puns, and Contrepèteries

Jean-Pierre Berwald, *University of Massachusetts/Amherst*

Word play in general can be a rich source of language for teaching vocabulary, culture, and grammar. This presentation introduces a variety of sources and shows how they can be incorporated into a class lesson.

S222: Using Journals to Enhance Communication

Anne Jensen, *Gunn High School (CA)*

Classroom journals are a valuable tool for teachers and students in the foreign language classroom. This session will show teachers how to use journals at all levels of French with specific activities and examples for each level.

E223: La France dans la Seconde Guerre mondiale: histoire et mémoires

Joanne S. Silver and **Barbara P. Barnett**, *Beach Lloyd Publishers, LLC*

Materials produced and/or distributed by Beach Lloyd Publishers, LLC, including new 2006 publications, testimonies from a Holocaust survivor, a Hidden Child and a Resistance leader, as well as memoirs of a young Norman's ordeals throughout the War.

S225: Revisiting A Classic: Teaching French with Cocteau's *La Belle et la Bête*

Samantha Godden-Chmielowicz, *Carl Schurz High School (IL)*, and **Nitya Viswanath**, *French Teacher, Roosevelt High School (IL)*

The presenters will share new ways to teach language using Cocteau's film *La Belle et la bête*. They will offer strategies for high school French I, II, and III level courses.

S227: Teacher Tool Bag—Using Film to Teach and Motivate

Judy Sugarman, *FilmArbics, Inc.*

Feature-length film as an authentic cultural and linguistic document is an extremely powerful tool for learning language. Vocabulary, grammar, and culture are learned in context so students seamlessly absorb and produce language. Film study

advances language learning in a way not achieved through traditional textbooks. The presenter will share proven activities.

SPECIAL PANEL ON CINEMA

S226: Orientalism in French Film: Allouache, Benguigui, and France in the Era of Globalization

Laurence M. Porter, *Michigan State University*, **Pamela Pears**, *Washington College*, **Michael O'Riley**, *Colorado College*, and **Lam-Thao Nguyen**, *Colorado College*

A discussion of visual representations of the exotic Other in French films set in the Middle East and the Maghreb. Even sympathetic reactions to foreign cultures frequently reproduce "racial" and ethnic stereotypes, and the producers' marketing considerations often mandate the inclusion of flamboyant spectacle, unrestrained sexual behavior, and barbaric savagery.

S228: A Fourth P: Using a Painting to Teach the Cultures Standard

Brett Lipshutz, *University of Wisconsin-Milwaukee*

This presentation provides a method for using one painting, a "big C" cultural product, to explore historical and contemporary practices and perspectives. Participants will receive a standards-based unit centered around Géricault's 1818 "Têtes de suppliciés" but easily applicable to other works of art.

C229: La Promotion du français: Second Annual Swap Shop

Ann Sunderland, *Truman High School (MO)*

Participants will share ideas for activities, projects, strategies, and outreach that will impact French programs at all levels. Come share your most successful activities for National French Week and throughout the year.

S230: "Ma mère raconte...": Raoul Peck's Lumumba: La Mort du prophète

Karen Bouwer, *University of San Francisco (CA)*

The maternal voice introduces an important narrative strain in Peck's documentary which articulates his Haitian family's story with that of the Congolese hero. Foregrounding his mother's telling in this meditation on history and memory wrests Lumumba's story from the authoritative voices of experts to reclaim a different kind of remembering.

E231: Qui utilise le Test de français international et pourquoi?

Sylvie Bonin, *ETS Canada*, et **Jean-Pierre Piriou**, *University of Georgia*

Pour étudier en anglais, on demande le TOEFL, pour étudier en français on demande le Test de français international. Un aperçu du test, les institutions qui demandent un score TFI ainsi que les niveaux exigés par plusieurs programmes seront présentés. Des versions additionnelles du test TFI sont en conception par un groupe d'experts en français langue seconde.

S232: Artistic Escapism or Political Resistance? Marcel Carné's and Jacques Prévert's *Les Visiteurs du soir*

Robert Stanley, *University of Tennessee at Chattanooga*

One of the fascinating aspects of French cinema is the cinema produced between 1940 and 1944. This presentation deals with Marcel Carné's cinematic masterpiece *Les Visiteurs du soir*. Since most films produced during the Vichy years are or can be politically suspect, the presenter will discuss whether this excellent film is "artistic escapism" or whether it shows political resistance.

S233: Utiliser des comptines internationales pour enseigner le français aux enfants

Maria Kurt, *French Institute of the North Shore (IL)*

Ces comptines populaires sont animées par des gestes qui les rendent parfaites pour les cours de français précoce ainsi que pour les programmes d'immersion pour jeunes enfants. Les participants apprendront à maîtriser les comptines et verront une vidéo leur montrant tout l'intérêt de cette méthode.

S235: Sergio Kokis' *Le maître de jeu*: Examining a New Dimension of Spiritual Inquiry in Contemporary Quebec

Steven Daniell, *Auburn University at Montgomery (AL)*

For twenty years, Quebec's spiritual drift has been a popular theme, as portrayed in Arcand's films. Sergio Kokis's novel *Le maître de jeu* adds a new twist—Lucien, the deity personified. Whether Lucien is God or Satan remains vague, resulting in a theological Rorschach test for characters and readers alike.

S237: Le Vivre autobiographique et le livre utopique: espaces discontinus et contingents dans *W ou le souvenir d'enfance* de Georges Perec

Madalina Akli, *Rice University (TX)*

L'intervenante abordera la question du travail de mémoire de l'Holocauste. Est-il nécessaire de faire ce travail, et, si la ré-

ponse est positive, par quels moyens faut-il témoigner, se souvenir et transmettre l'indicible, l'innommable et l'inimaginable horreur du crime nazi?

S238: Canadians in the Caribbean: D'Iberville's Conquest of Nevis

Virginia Donovan, *Ohio State University*

The island of Nevis was the final conquest of Pierre LeMoyne D'Iberville, Canada's first national hero and master military strategist. An examination of D'Iberville's report on the battle over this British-held West Indies island provides a fascinating glimpse of the man and his plan from an authentic historical/cultural perspective.

S239: Incoming College Students' Attitudes toward Foreign Language Study and Requirements

Carolyn Gascoigne, *University of Nebraska at Omaha*

Student opinions of language study and language requirements influence their motivation and subsequent success. This study reviews and reports on current incoming college students' attitudes toward second language study in a post-9/11 world.

Sessions: jeudi 6 juillet
après-midi

S240: Mehdi Charef from Novel to Cinema: Teaching the Politics of French Immigration

Subha Xavier, *University of Wisconsin-Madison*

This presentation will discuss the work of immigrant novelist and filmmaker Mehdi Charef in light of France's political history with *beur* immigrants and ask how does one stay accountable to the politics involved in this literature and cinema when teaching Charef's works.

E241: Gap or Interim Year: Growing Up, Gaining Fluency in French and Being More Ready for College

Marianne Rubin, *CIEE: Council on International Educational Exchange*

Gap or Interim Year is the best way for recent high school graduates to gain independence, learn a language, and go on a voyage of self discovery. This concept is common in the United Kingdom and is growing and accepted by Ivy League universities and most other American universities. Hear how you can prepare your students for this exciting year of working and studying abroad before college.

S242: Paul Smaïl's *Vivre me tue*: The Generous Imposture of Beur Identity and Its (Post)National Publics

Rachel Ney, *Northwestern University (IL)*

This presentation will focus on the controversial novel by Paul Smâil, *Vivre me tue*. Six years later, Jack-Alain Léger revealed that he was in fact Paul Smâil, first presented as a new *Beur* writer of talent, and turning the best-seller into a piece of imposture. *Vivre me tue* achieved through its imposture a plurality of readerships, each of which showing limits and bias and achieving in fact a generous imposture.

S243: Reconsidering the French Cinema of the Nazi Occupation

Judith Holland Sarnecki, *Lawrence University (WI)*

In 2002 Bertrand Tavernier released *Laissez-passer*, a film that reconsiders French cinema under Nazi Occupation. The presenter will give background on the movies created in France 1940-1944 and then discuss the high points of Tavernier's film and why it did not succeed despite its historical and cultural importance.

S246: Social Psychology and Jehan de Saintré: French and Raven's Bases of Social Power as a Critical Approach

Vicki DeVries, *Michigan State University*

The field of psychology has more to offer the critic than Freudian theory. French and Raven's research on the bases of social power can provide valuable insights when applied to literature. We will see examples from literature and film, then apply them to Antoine de la Sale's *Jehan de Saintré*.

S247: D'Azouz Begag à Faïza Guène ou le social en crise

Danielle Raquidel, *University of South Carolina*

L'intervenante mettra en évidence les signes avant-coureurs de la récente crise des banlieues qui a bouleversé la France tels qu'ils se présentaient déjà dans la littérature française. Elle abordera aussi le sujet des déficiences et des échecs d'un système qui se veut pourtant humanitaire.

S248: Les Honneurs perdus: la déchéance de la femme dans les écrits de Calixthe Beyala

Ena Vulor, *Marietta College (OH)*

L'intervenante considérera la femme africaine dans les écrits de Calixthe Beyala, romancière camerounaise, et française d'adoption. Ses romans mettent en scène la question de la femme dans tous ses états: femme, fille, mère, grand-mère; elle règne suprême dans un royaume constitué de dépouilles. Cette présentation constituera une étude de cet univers et son impact socio-politique sur l'écriture, l'amour, la femme et la sexualité.

S249: Impressionist Art: Teaching and

Using Art in the Classroom

Julie Horowitz, *Chatfield Senior High (CO)*

This session will provide a thematic unit on impressionist art and how to use art as a basis for teaching vocabulary and verb tenses. Learn how to teach students how to recreate an impressionist masterpiece with pastels and write a biography on a famous impressionist painter. Useful Web sites for ordering art materials will also be included.

S250: Marseille as an Alternative to Paris in the Classroom

Thomas Field, *University of Maryland, Baltimore County*

Marseille is a particularly good choice as an alternative to Paris and the French mainstream when one teaches culture. Its very Mediterranean history and hybrid contemporary identity make it a rich source for cultural materials. The session will examine music, film, and the Marseille detective novel.

S251: Cinéma et histoire: la censure et la renaissance de La Bataille d'Alger

Mary Beth Raycraft and Nathalie Dieu-Porter, *Vanderbilt University (TN)*

Comment peut-on explorer le rapport du cinéma et de l'histoire franco-africaine dans un cours de conversation ou de civilisation? Les intervenantes montreront comment le film *La Bataille d'Alger* peut servir de base pour une étude des questions politiques concernant la situation en Algérie et ainsi que de la censure artistique.

S252: Ressources humaines: Conflict and Content in the Business French Classroom

Karen Sullivan, *Queens College/City University of New York*

Laurent Cantet's *Ressources Humaines* can be used in an intermediate-level Business French course to introduce vocabulary, review grammar, and initiate discussion of social and economic divisions in France. Excerpts from the film and assignments will be discussed.

S253: Cinéma et marginalité: la campagne, la banlieue, la ville

Alan Singerman, *Davidson College (NC)*

Depuis vingt ans le cinéma français s'intéresse de plus en plus aux marginaux de divers types et des deux sexes. L'intervenant comparera l'image de la marginalité qui se dégage de trois films-chocs: *Sans toit ni loi*, *La Haine* et *La Vie rêvée des anges*.

S255: American Postcoloniality and Teaching French to Louisiana Undergraduates

Robin White, *Nicholls State University (LA)*

As educators we often forget our stu-

dents' backgrounds. This presentation aims to bring awareness to French language professionals in order to help contextualize French study and to make the language and Francophone cultures and histories personally relevant to students.

S256: Children From a Far Place: The Immigrant Experience in Your Classroom

Rikki Alrutz, *Centre d'études du français et autres langues étrangères (CT)*

Actively involving participants through examinations of films, literature, and music, the presenter will draw upon her work with immigrant populations in Paris and Cincinnati and will employ Bakhtin's concepts of alien, heteroglossia, and dialogism to provide teachers with tools to help students understand and appreciate the complicated social construct of the immigrant.

S257: Resisting the Allure of Sympathy in the Reading of Francophone African Women's Novels

Wandia Njoya, *Penn State University*

The assumption that African women writers contest privilege reinforces the stereotypes of African women and obliges readers to empathize with the female protagonists. How can one critique African women's literature without denying the uniqueness of African women's experiences or speaking of women as perpetually oppressed?

S258: Social and Educational Integration: Service-Learning Through Intercultural and Multilingual Outreach in Higher Education

Mary Medvedkov and Meghan Emery, *University of Vermont*

This presentation will assess student learning in a new intermediate-level language/literature course taught through UVM's French program, with particular attention to a newly integrated service learning component: UVM undergraduate students worked closely with Congolese students from a local high school in their study of Congolese literature, film, and culture.

S259: Literary and Cinematic Representations of Deportation: Re-Colonizing the Postcolony

Mary McCullough, *Samford University (AL)*

This presentation will seek to examine how to teach about the *double peine*, or deportation of convicted offenders in *Beur* narratives (including *révélés* and films from the 1980s, the 1990s, and 2001). Deportation can be seen as an allegorical form of power for re-colonization of former colonies.

S260: The French Past Tenses in Dynamic Images

Helene Ossipov, *Arizona State University*

The French past tenses pose many problems for Anglophone learners. One

way of making the distinction clear is using dynamic rather than static images. The presenter will explore ways of using movie trailers and ads to teach the *passé composé/ imparfait* distinction. Preliminary results of a study will be presented.

S261: Perspectives on Teaching the Dardenne Brothers' *La Promesse*

Joan M. West, *University of Idaho*

The Dardenne brothers' *La Promesse* offers a provocative film for classroom use. Although its themes and its distinctively non-Hollywood style of cinematography challenge them, students find this movie very accessible. The approach will be towards cinema as culture rather than as language-teaching tool.

S262: Celebrating French...Outside the Classroom

William Thompson, *The University of Memphis (TN)*

The presenter will describe two successful annual events featuring and celebrating student achievements in French: a foreign language fair for high school students and a local awards ceremony highlighting student accomplishments. The intent is to provide attendees with ideas about how they, too, could organize such events.

S263: Teaching Literary Analysis Through Film

Janette K. Bayles, *Elmhurst College (IL)*

Drawing on concrete examples, the presenter will demonstrate the utility of a narrative approach to studying French literary works and their film adaptations. This approach provides upper-level high school and college students with the critical tools for analyzing and comparing elements such as style, tone, point of view, and narration across literature and film.

S265: The Next Layer of Diversity: Including Gay, Lesbian, Bisexual, and Transgender People in the French Classroom

Steven Benoit, *Solebury School*

Participants will explore how to make the French classroom more inclusive and welcoming to gay, lesbian, bisexual, and transgender students—at the level of classroom procedures, policies, and curriculum. We will discuss GLBT inclusion in vocabulary, music, film, history, literature, and current events.

S268: Authentic French Grammar: a Middle-ground Between Book French and Street French

Anne Violin-Wigent, *Michigan State University*

The language taught to students often seems disconnected from the reality of spo-

ken French, which creates serious comprehension problems when students go abroad. The presenter will examine some of the characteristics of authentic spoken French and discuss how they can be included in the foreign language classroom.

Sessions: vendredi 7 juillet
matin

S310: Les Personnages de Mariama Bâ: l'échantillon d'une population en transition

Arnaud Perret, *University of North Texas*

À travers une étude des personnages des oeuvres de Mariama Bâ, on peut découvrir comment elles représentent de manière symbolique un tableau de la population sénégalaise. Les aspirations et les revendications de différents groupes semblent ainsi apparaître et présentent les impasses dans lesquelles les femmes sont cloisonnées.

S311: Teaching French II On-line to High School Students Though Colorado On-line Learning

Dianne Bey, *Utah State University*

The presenter has just taught French on-line to high school students while completing a Masters in Distance Education. She has created modules of instruction based on an audience of teachers. New jargon would be introduced surrounding on-line learning.

S312: Maria Chapdelaine in Literature and Film: Changing Views of Québécois Society

Debbie Mann, *Southern Illinois University Edwardsville*

Focusing on the 1916 novel *Maria Chapdelaine* and the film adaptations by Duvivier and Carle, the presentation will explore how this story of early twentieth-century Quebec reflects the sociocultural contexts in which it was written or adapted for the screen and the vision of the directors responsible for its cinematographic recreation.

S313: Murder in Renoir's Cinema

Katie Golsan, *University of the Pacific (CA)*

Jean Renoir's films of the 1930s feature murder as a spectacle which encompasses far more than the perpetrator and the victim. Oddly, murders are always framed by group festivities, such as dances, dinner parties, and street singers. What is the social and aesthetic importance of collective involvement in crime?

S314: Common Errors in French Compositions: A Practical Approach

Andrzej Dziedzic, *University of Wisconsin-Oshkosh*

The presenter will analyze various types of recurrent errors in French compo-

sitions and discuss different methods of addressing and avoiding them. Handouts and transparencies with examples of compositions will be used. Audience participation will be encouraged.

S315: Francophonie in the Maghreb: A Study of Language Attitudes among Teachers of French

Ali Alalou, *University of Delaware*

The presenter will report on a study of language attitudes conducted among teachers of French in Morocco. Following decades of the Arabization policy, French has been progressively replaced by Arabic in Moroccan public schools. Recent research suggests that students and teachers are in favor of reinstating French and perhaps returning to the bilingual system. This presentation aims at studying French teachers' attitudes towards *Francophonie* in general and the role of French in their community in particular.

S316: Le Train comme symbole des promesses de la colonisation dans *Monné, outrages et défis* d'Ahmadou Kourouma

Samuel Zadi, *Wheaton College (IL)*

Le roi Soba dont le territoire est conquis par l'armée coloniale apprend qu'il recevra un train. Il attend désormais son train dont l'arrivée symbolisera l'entrée dans le monde moderne. Ce train promis mais qui n'arrivera jamais symbolise-t-il les espoirs déçus placés en la colonisation?

S317: French National Identity in *Les Quatre Cents Coups* and *L'Auberge espagnole*

Scott Lyngaas, *Beloit College (WI)*

Many parallels exist between Cédric Klapisch's 2002 film *L'Auberge espagnole* and François Truffaut's classic 1959 film *Les Quatre Cents Coups*. The presenter will demonstrate how *L'Auberge espagnole* can be seen as a 21st century version of *Les Quatre Cents Coups* and analyze how both films reflect French national identity.

S318: A Better Way to Remember the 17 French Verbs that Take *être* for the *passé composé*

Howard Jay Rosenthal, *Wagoner (Oklahoma) High School*

Through acronyms and logical associations, high school and college French students can easily remember which 17 French verbs utilize *être* to form the *passé composé*. A French teacher or student at the intermediate level or higher will be able to grasp this method quickly and utilize it immediately.

S319: An Undergraduate Certificate in Translation Studies

Lynn Penrod, *University of Alberta (Canada)*

This presentation will focus on the University of Alberta's Department of Modern Languages and Cultural Studies' undergraduate Certificate in Translation Studies. It will provide an overview of the program, tracing its history and objectives, and explain its fit within not only an undergraduate major or minor in French but within any major from the B.A. curriculum.

S320: Aspects sociaux de la France à l'écran

Marie-Christine Koop, *University of North Texas*, and Rosalie Vermette, *Indiana University-Purdue University at Indianapolis*

Cette session portera sur différents aspects sociaux et leur représentation à l'écran, notamment les marginaux présents surtout dans les banlieues et les spécificités et problèmes du système éducatif. Les extraits choisis proviendront de films de long métrage ainsi que de téléfilms. Des documents pertinents seront distribués aux participants.

S321: Exploring a Complex Issue—Teaching French...in French or in English?

Miles Turnbull, *Président, Canadian Association of Second Language Teachers*

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

S322: Au delà: le Huitième Jour et la Huitième Planète

Margaret Schmidt Dess, *Shorewood High School (WI)*

The presenter will provide a thematic, standards-based instructional unit which includes *Le Ballon Rouge*, *Le Petit Prince*, and *Le Huitième Jour*, complete with performance assessments and a new twist on a familiar story.

S323: One Poet, One Composer, Seven Artists

Marjorie Wharton, *Luther College (IA)*

In this lecture-recital illustrated with slides, participants will see and hear how the artistry of composer Francis Poulenc, poet Paul Éluard, and seven artists of the School of Paris come together in "Le Travail du peintre," a cycle of seven songs for voice and piano.

S325: Linguafolio USA: Pilot Experiences with European Language Portfolios at American Colleges and Universities

Patricia Cummins, *Virginia Commonwealth University*, Kristin Hoyt, *Indiana State Dept. of Education*, Jean-Marc Mangiante, *Chambre de Commerce et d'Industrie de Paris*, and Tonia Tinsley, *Missouri State University*

Linguafolio USA is a student portfolio consisting of a biography of language experiences, a passport with both student self assessments and formal teacher assessments, and a dossier of student work. Known in Europe as the European Language Portfolio, it has been adapted to state SOLs and to college student outcomes assessment at colleges in several states.

S326: What Can One Person Do? Your Best Chance of Saving a French Program

Brenda Benzin, David Graham, *Clinton Community College (NY)*, Margot Steinhart, *Northwestern University (IL)*, and TennesseeBob Peckham, *University of Tennessee at Martin*

A survival course to show French teachers with advocacy needs how to spot relevant information about their own schools and districts, how to use AATF state advocacy fact packs, how to recruit an army of powerful allies, and how to wage effective political battles to save their programs.

S327: Dansons! Using Dance to Improve Oral Proficiency and Cultural Knowledge

Gay Rawson, *Concordia College (MN)*

This presentation will explore dance as a means of improving oral proficiency and cultural knowledge. It is also a way to get students involved and excited about French! Attendees of this session will learn dances to folk tunes, popular songs in clubs, and dances taught at Concordia Language Villages. *Dansons!*

S328: L'Utilisation de l'art pour enseigner le français

Abbe Guillet, *C. W. Baker High School (NY)*

Avec des exemples de trois siècles d'art français, en particulier l'impressionnisme, ceux qui assistent à cette présentation participeront à une variété d'activités conçues pour améliorer la compétence linguistique des étudiants ainsi que de développer leur appréciation pour l'art.

S329: International Linkages for Business and Government

Eileen Angelini, *Philadelphia University (PA)*, Bernard Duhaime, *Alliance Française d'Omaha (NE)*, Ritt Deitz, *University of Wisconsin-Madison*, and Paul Sandrock, *State of Wisconsin, Department of Public Instruction*

Panel members discuss unique programs and projects where French is essential in government, education, and business. Specific examples include graduate degrees applying French in five career areas, agreements between state education agencies and French *rectorats* providing internships.

S331: Making Connections with the Community

E. Nicole Meyer, *University of Wisconsin-Green Bay*, and Kevin Soucie, *Kevin Soucie Associates (WI)*

How can we work together to keep French enrollments high, reach out to parents and the community while motivating students to learn? Professor Meyer and *chansonnier* Soucie will share what they have learned and accomplished. Come join this fascinating and entertaining session combining practical educational strategies with French songs.

SPECIAL PANEL ON FRANCO-AMERICAN CULTURAL RELATIONS**S330: Regards croisés France/ États-Unis: différences culturelles**

Marie-Christine Koop, *University of North Texas*, Florence Zamsky, *Dominican University (IL)*, Alan Singerman, *Davidson College (NC)*, Ann Williams, *Metropolitan State College of Denver (CO)*, and Christian Roche, *Goucher College (CO)*

Français(es) et Américain(e)s, les intervenant(e)s partageront leur expérience sous forme de discussion afin d'identifier les différences culturelles qui existent aujourd'hui entre les deux pays, aussi bien dans les valeurs que dans les comportements.

S332: L'Immigration maghrébine dans le cinéma français: état des lieux

Michèle Bissière, *University of North Carolina at Charlotte*

Cette communication donnera un aperçu de l'évolution de la représentation de l'immigration maghrébine dans le cinéma français et analysera les thèmes principaux de quelques films sortis depuis le milieu des années 1980. Ces thèmes seront illustrés par de courts extraits de films.

S335: Give Your Students the Opportunity to Earn an Official French Diploma with the New DELF/DALF Examinations

Marilyn J. Conwell, *Rosemont College (PA)*

The DELF and DALF will be reintroduced in the U.S. next year. The best students from high school through graduate

school can earn these important documents awarded by the French Ministry of Education, validating their excellence in using the French language.

S336: Using PowerPoint to Introduce Francophone Culture in the French Classroom

Domenica Newell-Amato and Lucie Viakinnou-Brinson, Emory University (GA)

The presenters will share results of a qualitative study that investigated beginner French students' responses on the use of PowerPoint. Secondly, they will demonstrate how PowerPoint can be used to integrate Francophone culture, grammar, and vocabulary in the French classroom. "How to" forms on PowerPoint and PACE will be distributed.

S338: France Remembered and Revisited

Alice Strange, Southeast Missouri State University

This session will survey visual changes in France as seen through slides taken over a period of four decades, beginning in 1965. The presentation aims to evoke the vast distance which French culture has traveled in the past forty years, as documented by one observer.

S339: Wallonie-Wisconsin: la belle histoire d'une amitié transatlantique

Colette Henriette, McDaniel College (MD)

Dans le *Door County* au nord de l'état du Wisconsin les villes s'appellent Brussels, Namur ou Rosières. C'est là que se sont installés au siècle dernier des émigrés originaires du sud de la Belgique. Ils ont conservé leur langue intacte même si au cours des décennies les contacts ont été perdus avec la famille du «vi pais» jusqu'au jour où...

S341: Turning College Students into French Teachers through Service Learning

Kelly Sax, Indiana University

This session describes a service learning project linking intermediate college French students and grade schoolers. Using children's books in French which they wrote and illustrated, French students expose children to foreign language early on while gaining valuable "real life" experience.

S342: Computer-Mediated Communication with the Author: Interplay of Reader-Writer Identity

Janel Pettes-Guikema, Grand Valley State University (MI)

The presenter will examine learners' developing self-concepts as readers and explore their impressions of the author. Since the learners had the unique opportunity to engage in asynchronous on-line discussion with the author, the study also highlights the nature of reader-writer communi-

cation and the interplay of identity.

S343: Ressources humaines: regard sur le problème de la flexibilité dans la société française

Véronique Olivier, Chapman University (CA)

La société française est souvent considérée comme rigide dans de nombreux domaines. Dans le film *Ressources Humaines*, Cantet dresse le portrait d'un jeune diplômé de grande école qui fait l'expérience de cette rigidité française, d'une part, dans les relations professionnelles, dans le monde du travail; d'autre part, au sein de son propre milieu familial. Le film pose donc des questions essentielles sur une société qui peine à changer, et il constitue un outil important dans un cours de culture française contemporaine.

S345: Is On-line Chatting the Key to Developing Camaraderie in Language Classrooms

Stephanie Roulon and Geraldine Blattner, Pennsylvania State University

The presenters will explore the extent to which computer-mediated communication is transforming the communicative potential of the traditional classroom. This study suggests that L2 production was facilitated by this medium and also had an impact on the actual classroom, promoting a positive atmosphere that did not exist previously.

S346: Heroic Images and Cultural Identity: A Study of Québécois Characters in Canadian Comic Books

Scott Sheridan, Illinois Wesleyan University

This presentation will examine the existence of *Québécois* characters within the Canadian comic book tradition to highlight the ways in which the Canadian market has, in the past few decades, attempted to present an all-inclusive image of national identity with what is often a problematic inclusion of sidekicks from Quebec.

S347: What Does French Have to Do with My Life?

Jane Rauschenberg, Logan-Hocking Middle School (OH)

In rural America, many students do not see what French has to do with them. See and hear how one teacher has attempted to have students discover on their own time how much French really can and does apply to "real life," even in rural Ohio.

S348: Hand Imagery in Hébert and Apollinaire: An Approach to Teaching Their Poetry in an AP or University-Level French Literature Class

Dianne Sears, University of Massachusetts Amherst

The presentation will offer a comparison of hand imagery in Hébert and Apollinaire, with reference to body imagery in Du Bellay, Labé, and Baudelaire. Focusing on hand imagery gives students a way to establish formal and thematic connections among the works on the Advanced Placement reading list, enhancing their experience and appreciation of poetry.

S349: The Representation of Work in Contemporary French Cinema

Colette Levin, PA

This presentation, based on a close analysis of several films by Laurent Cantet, Christian Carion, Eleonore Faucher, and other noted filmmakers, will explore the representation of the world of work in French cinema and will yield a new understanding of the place accorded to work in contemporary French society.

Sessions: vendredi 7 juillet

après-midi

S350: La Représentation des femmes dans les films francophones: le cas de *Rachida*

Dinah Assouline Stillman, University of Oklahoma

Depuis quelques années, des femmes cinéastes nord africaines veulent témoigner de leur condition dans leurs pays, et, à l'instar de réalisatrices françaises plus anciennes dans le métier, réussissent à produire des oeuvres fortes et de qualité. C'est le cas de Yamina Bachir-Chouikh et de son film *Rachida*.

S351: La Belgique, l'autre pays du français

Carole Bergin, Harvard University (MA)

Les chanteurs et écrivains belges, l'histoire et l'art de la Belgique offrent d'excellents outils pour diverses activités dirigées vers l'enseignement de la langue française. Les chansons de Brel, les histoires policières de Simenon, *Tintin* et d'autres bandes dessinées et même les fameuses blagues belges peuvent être utilisés à différents niveaux pour travailler la communication sous diverses formes.

S352: If at First You Don't Succeed: (Tried and True) Strategies for Teaching Remakes

Jim Mileham, University of Wisconsin-Milwaukee

When teachers use a French film to portray French culture, it is often useful to select a film that has an American remake, because it can help highlight what is specifically French in the original. This presentation will explore when, why, and how to use remakes in the French classroom.

C355: French Berets to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues Working Together Throughout the Francophone World

Suzanne Hendrickson, *Arizona State University*, and JoEllen Sandburg

Feeling alone? Running out of ideas? Desiring to share expertise with a colleague? The AATF *Tête-à-Tête* mentoring program is for you! Program coordinators will discuss the procedures of this initiative, colleagues currently working together will talk about their experiences, and you will learn how to become involved.

S356: Thinking Moroccan Postcolonial Society through Cinema: Presenting the Film *Ali Zaoua* as a Case Study

Safoi Babana-Hampton, *Michigan State University*

This presentation will take a look at the movie *Ali Zaoua*, directed by Nabil Ayouch. The presentation will focus on situating the film culturally, discussing its significance as an artistic production and the way it offers a view of Moroccan postcolonial society from within.

S357: Comment peut-on être marocain? critique d'art et identité nationale au Maroc

Mary B. Vogl, *Colorado State University*

À travers des exemples concrets, l'intervenante montrera comment l'art contemporain et des textes critiques peignent un portrait varié du Maroc actuel. Les participants recevront un CD avec des illustrations et une bibliographie annotée. Ils partiront avec une meilleure appréciation de la diversité de la culture marocaine.

S358: La Phonétique française: An Authentic documents based CD-ROM for Teaching French Pronunciation

Lawrence Kuiper, *University of Wisconsin, Milwaukee*, and Carol Wilson-Duffy

This session will present a new French Pronunciation CD-ROM, developed by the Center for Language Education and Research at Michigan State University. The author and platform designer will show how this program, based on authentic documents, provides a fresh and motivating new approach to teaching French pronunciation.

S359: A Comparison of Attitudes Toward Pronunciation of Learners, Teachers of French, and Native French Speakers

Isabelle Drewelow and Anne Theobald, *University of Wisconsin - Madison*

The study investigated the beliefs about the importance of accurate pronunciation in French. Is the reputation of native French speakers' irritation with foreign

speakers' errors in pronunciation a myth? The results of this study suggest otherwise, implying that students should not be evaluated on the native-likeness of their pronunciation.

S361: Using the Internet to Enhance Inter-cultural Competence and Overall Language Proficiency

Mary Kathryn Malone, *Girls Preparatory School (TN)*

Maximal exposure to authentic language means increased linguistic proficiency and intercultural competence for second language learners. This session will illustrate adapting several French-language Web sites and other like resources to all levels of language classroom and designing activities that target language skill development and critical cultural consideration.

S363: Knock, ou Le Triomphe de la médecine

John Tomme, *Waubensee Community College (IL)*

This 1950 film adaptation of Jules Romains' 1923 play, a biting satire on the medical profession, stars the incomparable Louis Jouvet in a role he performed over 1400 times on stage. The work is a perfect example of unanimism, a literary doctrine Romains founded.

S333: Use of the film, *La Grande Séduction*, to introduce Québécois culture and history

Tami Wietfeldt, *AATF (WA)*

La Grande Séduction is used as a model for development of a cultural unit based on Québécois culture and history. Participants will leave with this complete unit and ideas for application to other films.

S365: National Board Certification—Am I Ready?

Lisa Myhre, *School District of River Falls/University of Wisconsin-River Falls*

The presenter will show how National Board Certification can be the most rewarding professional development process you'll ever go through.

S366: Une Place pour le théâtre dans le cursus universitaire

Florence Dwyer, *Northern Kentucky University*, and Laurence Denié-Higney, *UCLA*

Cette présentation offrira aux participants les outils et stratégies pour intégrer le théâtre dans la classe ou se lancer dans la création d'un cours de théâtre. Dans une première partie, les intervenantes proposeront des informations, activités et références. Dans la seconde partie, les participants seront invités à faire l'expérience d'un atelier théâtre.

SPECIAL AUTHOR'S SESSION**S368: Théâtre-Lecture publique: de Beauvoir à beau voile**

Alek Baylee Toumi, *University of Wisconsin-Stevens Point*

«Mets le hidjab et deviens Simone de Beau-voile!» Après avoir été enlevée par les terroristes du GIA dans la pièce *Madah-Sartre*, Simone de Beauvoir revient ici discuter avec ses «voileuses» sur l'école, la laïcité, le hidjab et la lutte des femmes, dans une atmosphère tragi-comique où la réalité dépasse souvent l'absurde.

S367: Discovering the Diversity of the Francophone World Through Music

Jennifer Watland, *University of Wisconsin - Madison*, and Molly Krueger Enz, *Bethel University*

The focus in French language textbooks remains predominantly on *l'Hexagone*. The presenters will show instructors how to access the diversity of the Francophone world through music. They will play songs by a variety of artists, model activities for beginning- and intermediate-level students, and provide sample lessons plans.

C369: Stuck in the Middle: How Community Colleges Bridge the Gap Between High Schools and Transfer Institutions

Denise McCracken, *Saint Charles Community College (MO)*

Community Colleges must serve the needs of their local high school dual enrollment students and graduates as well as prepare these students to meet language requirements at their future transfer institutions. In addition, the community college is dependant on these very schools to maintain a viable language program. This Meeting will present various strategies for articulating with both high schools and four-year colleges and will invite the audience to share successful experiences.

S371: Surfing French Cinema in the Classroom

Clara Orban, *DePaul University (IL)*

Students' taste in cinematic entertainment tends towards very popular films. A film such as *Brice de Nice* may hold their attention, helping them perfect their aural skills and introducing them to the culture of their French peers. This film's Web site provides a wealth of links, both visual and auditory, so the instructor can project realia into the classroom. The presenter will discuss why a film such as *Brice de Nice* can be useful for teaching.

S373: The Advanced French Composition Course: A Pragmatic Approach

Laurence M. Porter, *Michigan State University*

A contrastive cultural approach based on pragmatics helps students retain target languages by focusing on purposes those languages share with their own. Linguistic features should be taught according to how often they occur and how they modify a message.

S375: Gender and the Transition to Nationhood: *outrémer/autre mère*

Kathleen Smith, *Kalamazoo College (MI)*

This presentation will examine three French films set in former colonies of France, *Outremer* by Brigitte Roüan, *Indochine* by Régis Waignier, and *L'Amant* by Jean-Jacques Annaud. The identities of the former colonizer and the former colonized must be viewed as mutually "defined" by the existence of the imperial relationship.

S376: How Do Learners of French Comprehend Written, Aural, and Aural/Visual Texts?

James Davis and Linda Jones, *University of Arkansas*

Multimedia provides input in print, digitized sound, and video. *Français Interactif* integrates such components into instruction. Few studies have focused upon the differing processing strategies these components require. The present research reports on students' attempts to comprehend texts in these formats.

S377: Teaching with Truffaut

Laura Dennis-Bay, *University of the Cumberland (KY)*

This presentation explores ways of teaching using some films by François Truffaut, a long-time staple of French classrooms. Ideas to be explored include the study of French cinema itself, the use of film to spark target-language conversations, and observing French cultural practices and behaviors through the medium of film.

**Sessions: samedi 8 juillet
matin**

S410: Study Abroad on the BlackBoard

Helene Ossipov, *Arizona State University*

More and more universities are making use of course management software. This is an ideal tool for managing a study abroad program and for helping to build community before the students go on the program. The presenter will demonstrate the use of BlackBoard for a summer study abroad program in Quebec.

S411: Exploring the Pedagogical Use of Address Pronouns: Preservice Teachers**Making the Case for or Against the Plural *tu***

François Tochon, *University of Wisconsin-Madison*

Franco-Canadian preservice teachers use the pronoun *tu* with indefinite reference and plural uses in L1 classroom discourse. Its analysis reveals genuine interactional and pedagogical goals whose pragmatic triggers can be verbalized. Videoclips, observations, and reflections of preservice teachers who became aware of this genuine pedagogical use will be discussed.

S412: Teaching How to Write Well: Collaborative Learning in the Classroom

E. Nicole Meyer, *University of Wisconsin-Green Bay*

How can we better teach students how to write well? See how the creating process of a course book as the central project of a French conversation and composition course improves the students' ability to express themselves orally and in writing in French. Course design, materials, assessment discussed.

S413: Vues sur le monde Francophone à travers la chanson moderne

Lucie Viakinnou-Brinson, *Emory University (GA)*

This presentation will demonstrate how teachers can provide an overview of the Francophone world through contemporary music. The repertoire of songs aimed at engaging students is chosen from French speaking Africa, Canada, the Caribbean, and France.

S414: The French Caribbean as an Echo Chamber

Domenica Newell-Amato, *Emory University (GA)*

The question of the individual and of the collective is central to Caribbean literature. Playing with this question in *Traversée de la Mangrove*, Maryse Condé creates an echo chamber. An image of the Caribbean is reflected in the (hi)story of a deceased man, fragmented further still by multiple narratives.

S415: Scored Discussion: An Oral Assessment Tool

Greta Murray, *Medford Area School District (WI)*

Scored discussion is a tool used to assess student oral proficiency. Participants will practice the procedure after a brief introduction. Materials include a two-page handout describing how to run a scored discussion along with an evaluation form.

S416: L'Afrique en guerre dans la littérature africaine contemporaine.

Angelina Overvold, *Virginia Common-*

wealth University

Cette communication portera sur les oeuvres récentes d'Emmanuel Dongala et d'Ahmadou Kourouma ainsi que celles des écrivains qui ont écrit sur le génocide de 1994 au Rwanda dans le cadre du projet «Écrire par devoir de mémoire». En particulier, l'intervenante examinera le recours à un enfant protagoniste dans ces oeuvres pour témoigner de la violence qui parcourt de si nombreuses régions de l'Afrique contemporaine.

S420: Instruire ou ne pas instruire: la question de *Monsieur Klein*

Simon Sibelman, *University of Wisconsin-Oshkosh*

Un chef d'oeuvre du cinéma-mode rétro, *Monsieur Klein* reste un film énigmatique dont la complexité thématique et historique le rend difficile à déchiffrer et encore plus problématique à enseigner. L'intervenant essaiera de fournir une analyse assez globale du film et d'offrir des stratégies pédagogiques pour l'intégrer dans l'enseignement dans des cours de français.

S421: Live Your Song! As an Early Foreign Language Learning

Muriel Vergnaud, *FLE Teacher and Professional Musician (NY)*

To all educators, parents, and lovers of French language who wish to discover an exciting and enjoyable approach towards teaching that would help any children learn French quickly and easily, Muriel presents her work combining music, arts, and language as an early foreign language learning.

S422: C.R.A.Z.Y.—The 1960s through the Eyes of a *Québécois* Family

Kenneth Gordon, *Central Missouri State University*

One of the most poignant films of recent times is Jean-Marc Vallée's *C.R.A.Z.Y.*, an acronym for the first names of five brothers who experience all the joys, sorrows, and tensions of growing up in the 1960s. This presentation will situate the film in its historical and cultural contexts and offer an analysis of the film.

S424: French-U.S. Relations and *l'interculturel*

Randa Duvick, *Valparaiso University*

While French-U.S. conflicts have been à *la une* recently, the intercultural tension between these countries and their people is not new. This presentation will draw on sociological and anthropological sources to examine how French and American cultures differ, how misunderstandings come about, and how intercultural analysis can help minimize these conflicts.

S425: Deux niveaux à la fois? Teaching Two Levels at the Same Time

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

Many teachers of French share a common problem—two levels are scheduled in a single class period! This session is designed to gather together teachers who have encountered this problem to discuss the issue and share solutions that work. Participants should come ready to discuss their situations and share their successes.

S426: De la crise de l'éducation nationale aux écoles qui brûlent

Marie-Christine Massé, *Drew University (NJ)*

Le débat sur l'éducation nationale en France s'est récemment intensifié et exprimé dans des films à grand succès, de nouvelles réformes éducatives souvent contestées et s'est tout dernièrement manifesté pendant les émeutes de banlieue. Quelques exemples tirés de films (*La Haine*, *les Choristes*) serviront de support à la présentation.

S431: Fenêtre sur le Sénégal à travers l'oeuvre de Mariama Bâ: Une si longue lettre

Oumar Sagna, *Milwaukee Montessori School (WI)*, musicien

Mariama Bâ est l'une des romancières les plus renommées du Sénégal et de l'Afrique de l'Ouest. Les informations qui seront données durant cette session sur *Une si longue lettre*, oeuvre qui a été au programme dans les lycées du Sénégal et dans beaucoup de pays du monde, seront très pertinentes d'autant plus que le conférencier est lui-même originaire du Sénégal.

S432: France and the Holocaust: Forced Residence in Occupied France during WWII

Fernande Wagman, *Ancienne déléguée régionale de l'AATF (NY)*

The program will give a historical perspective of a French Jewish child living in forced residence from 1941-1945 in a village near the Swiss-Italian frontier. It will show the anti-Semitic experience in the school system as well as the courage of Christians willing to risk their life to protect the Jews of the village.

S434: Engaging Students and Enriching the Curriculum with Reading Units

Sarah Dodson-Knight, *Colorado State University*

The presenter will describe how to design a reading unit that sweeps students up into another culture and provides them with copious opportunities to practice other language skills. She will also share ideas

for activating background knowledge, developing vocabulary strategies, assessing comprehension, using Reading Circles, and creating text-based group projects.

S435: Reflections of Cultural Identity Seen Through the Cinematic Lens in the French Class

Janet Livingstone, *Highland School (VA)*

The foreign language classroom provides unique opportunities to deepen students' understanding of cultural identity. Culture is reflected in all areas of one's behavior. Film creatively transports students to another's culture. The presenter will outline the insightful perspectives of high school students and the potential steps with younger students.

S436: The Foreign Language Methods Course: Issues and Challenges

Sharon Shelly, *College of Wooster (OH)*, **Jacqueline Thomas**, *Texas A & M University-Kingsville*, and **Alice K. Cataldi**, *University of Delaware*

The presenters will consider various models of the foreign language methods course, specifically for prospective teachers seeking certification at the (pre-) K through 12 level. What are the essential components of a successful methods course? How can we best prepare future teachers for the challenges that await them?

S440: Authentic Children's Literature in the K-12 French Classroom

Elizabeth Zwanziger Page, *University of Northern Iowa*

The presenter will share interactive classroom activities for K-12 learners using authentic children's literature in French to introduce, reinforce, or enhance vocabulary, culture, or grammar lessons. Attendees will leave with literature-based strategies for teaching listening, speaking, reading, writing, and culture applicable to other pieces of children's literature.

S442: Using the Foreign Language Newspaper to Teach the 5 C's

Alvaro Rodriguez, *LOTE Supervisor Houston Independent School District (TX)*

Ten different activities will be demonstrated using a French newspaper covering the 5 C's of LOTE instruction.

S445: Melody + Movement = Memory

Deborah Blaz, *Angola High School (IN)*

Learn how to use familiar tunes and movement to help students put those difficult grammar concepts into long term memory. Audience will practice both techniques and brainstorming procedure.

AATF MEMBERSHIP DRIVE

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!

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 new AATF Web site at [www.frenchteachers.org]. You'll probably find the answer there.

Service-Learning in French

Thanks to the work of Vice-President Bob Peckham, the AATF has initiated a conversation about the differences between advocacy and promotion (see the article in the January *National Bulletin*, 31.3, page 47). Service-Learning may well fall somewhere between the two.

More than promoting French, Service-Learning provides opportunities for French teachers to have their students (1) work with local business people; (2) make French part of a "school to work curriculum;" (3) prepare future teachers; or (4) work with local school districts and colleges/universities in innovative ways. Modifying student learner outcomes so that students serve the local community as they perfect their language skills makes sense in light of the challenges of declining enrollments and negative attitudes.

The American Association for Higher Education has produced a series of monographs on service-learning and academic disciplinary areas. The 13th in the series is devoted to service-learning in Spanish. A volume on service-learning in French does not exist.

The purpose of this article is to inspire French teachers around the country to submit to me their stories of service-learning projects so that we may publish a guide to service-learning in French (similar to the FLES* reports). In this article I will provide a brief overview of service-learning and describe two examples. The rest is up to you!

As I have previously stated "An exemplary service-learning project retains a balance between service and learning" (7). While collecting donations for victims of Hurricane Katrina, for example, is a worthwhile activity in and of itself, if students of French do not learn anything or practice their emerging skills as they carry out this pursuit, it does not qualify as a service-learning endeavor. The goal is for the service to "strengthen students' abilities to become active learners [emphasis added] as well as responsible citizens" (Hellebrandt vi). The two-week summer camp for 4th and 5th graders (described in a previous volume of the *National Bulletin*) is such a project.

Undergraduates from my university who were French minors taught French to local children aged 9 to 11 between 8:30 am and 12:30 pm daily for two weeks. They satisfied the requirements of an advanced French class by teaching their discipline to younger learners. At the same time they fulfilled a recurring community need; parents of young children need worthwhile activities for their offspring during the summer vacation. The project had a positive impact on the individual students, the pro-

gram, the institution, and the community.

Polansky has described a tutoring project for community outreach in which undergraduate students work four to six hours per week during a 15-week semester in nearby public schools at elementary, middle, and high school levels. As Polansky states when describing the benefits of the program to undergraduates,

"Through participation in the community beyond their campus, they have interacted with age groups other than their own. They have found that language is useful beyond their own language classroom experiences and that their linguistic competence has enabled them to contribute beneficially to the lives of others." (372)

An important component of the service-learning project is the reflection paper. Following the service activity the students must formally evaluate the impact both on their learning and on the community. Only then is the true goal of service-learning reached. Typically students find helping others rewarding and note improvement in their own language learning skills (see Polansky 371-72 and Thomas 9).

If you have experience of directing such activities with your students, please let me know. Full credit will be given to teachers whose project descriptions are included in the proposed monograph. In particular, I am seeking descriptions of activities that will provide a model to teachers who are interested in promoting civic responsibility, academic rigor, and structured and evaluated experiences. Please contact me by e-mail at [Pthomas868@cs.com].

Jacqueline Thomas
Texas A & M University, Kingsville

Works Cited

- Hellebrandt, J., Varona, L.T. (Vol Eds.) & Zlotkowske, E. (Series Ed.). *Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish*. Washington, DC: AAHE. 1999.
- Polansky, S. "Tutoring for Community Outreach: A Course Model for Language Learning and Bridge Building Between Universities and Public Schools." *Foreign Language Annals*, 37, (2004) 367-73.
- Thomas, Jacqueline. "Keeping the Service in Service-Learning." *Academic Exchange Quarterly*, Spring 2005, 7-10.

NATIONAL FRENCH WEEK GRANTS FOR 2006

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2006 which will again take place November 2-8. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

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

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2006**. The original application materials should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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

What's New in the French Review?

Vol. 79, No. 5 (April 2006)

Articles include the titles below and more:

- "Teaching Stylistic Variation through Film" (Étienne)
- "Film and the Popular Front: *La Belle Équipe* and *Le Crime de M. Lange*" (Ousselin)
- "L'Intégration des emprunts à l'angliche dans les dictionnaires" (Saugera)
- "Du monolinguisme français, et de la diversité" (Cerquiglioni)
- "The Palace of the Tuileries and Its Demolition: 1871–1883" (Iandoli)
- "Quebec's Quiet Revolution in Jacques Poulin's *Les Grandes Marées*" (Labrie)

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

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 (July 2008)
- San Jose (July 2009)

COLOR NOTECARDS



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



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

Name: _____

Address: _____

City, State, Zip _____

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

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

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

Vues sur le monde francophone: culture et société



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.

MOTS CHASSÉS:

Sur «La Vie des mots» paru dans la *French Review*, 79.2 (décembre 2005). Le corrigé se trouve à la page 52.

I. Utiliser le verbe savoir ou le verbe connaître au temps voulu.

1. _____ vous que les agriculteurs français bénéficiaient de larges subventions de l'Europe?
2. Je ne _____ pas que Dominique était un prénom mixte.
3. Je _____ autrefois une jeune fille qui s'appelait Cunégonde.
4. _____-tu le prénom de ton professeur?
5. Si elle _____, elle aurait donné un prénom breton à sa fille.

II. Compléter les phrases suivantes à l'aide d'un des verbes proposés: payer, envoyer, essayer, dépenser, employer.

1. _____ tes dettes!
2. Combien d'euros as-tu _____ pour acheter ce baladeur?
3. Demain, je _____ mon cheque a la banque.
4. Toutes sortes de moyens _____ le mois dernier pour lui faire changer d'avis.
5. Cet industriel _____ plus d'ouvriers s'il payait moins de charges sociales.

III. Remplir les blancs à l'aide d'un mot ou groupe de mots.

1. Il y a _____ que le prénom Colette n'est plus donné.
2. Autrefois le _____ pouvait refuser le choix du prénom de votre enfant à la mairie.
3. Enzo est le _____ du prénom italien Enrico.
4. Le prénom Dominique était _____ dans les années 60.
5. Le président de la République a dû changer certains ministres; il a procédé à un _____.
6. En économie le _____ s'oppose à l'étatisme.
7. Camille est un prénom _____.
8. Nathalie et Véronique sont des prénoms communs chez les _____.
9. Claudius en latin signifie _____.
10. Comme a été _____ cette campagne référendaire!

IV. Remplir les blancs à l'aide d'un adjectif possessif.

1. Ces parents ont donné des prénoms espagnols à _____ enfants.
2. J'ai étudié l'économie dirigée et _____ méfaits.
3. Nous avons décidé de ne pas réélire _____ député.
4. Cette loi et _____ application auront des conséquences durables.
5. Le gouvernement français n'ose pas diminuer les subventions à _____ agriculteurs.

V. Compléter à l'aide de au, à la, à l', aux.

1. _____ dernières élections, le taux de participation a été de 60%.
2. Ce ministre est opposé _____ interruption volontaire de grossesse.
3. Nous faisons confiance _____ premier Ministre.
4. Il est difficile de s'opposer _____ internationalisation du commerce.
5. Il faut faire face _____ grogne des enseignants.

VI. Compléter à l'aide de quel que ou quelque.

1. Donnez-moi _____ chose à boire.
2. _____ excentrique que soit le prénom d'un bébé, les mairies doivent l'accepter.
3. _____ sondages donnent le OUI gagnant.
4. Elle a décidé de se faire avorter dans son pays, _____ soit la législation.
5. _____ politiciens du nord de la France ont estimé que cette loi était non applicable.

Colette Dio, Nancy, France

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). See order form p. 00.

NEW! Help Wanted: Encourage Students to Learn French

Why French FLES?*

French by the Numbers

French is Not a "Foreign" Language
Why Learn 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. No longer available.

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).

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 Cuisine française dans la salle de classe, 34 classic French recipes with activities, exercises, and reading texts (178 p.). \$25 (member price); \$50 (non-member price).

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 (2006) 104-page *calendrier* highlights significant events and people from all walks of life in French and Francophone history. 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. Prices valid through 12/31/05.

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; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org].

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

YOUR FRENCH PROGRAM IS WORTH SAVING

What are some of the challenges of declining enrollments? (1) assessing the future of graduate literature programs; (2) going beyond literature to attract majors; (3) encouraging vs. discouraging split majors; (4) dwindling enrollments in grades 5-8; (5) attracting students; (6) assessing the usefulness of French.

What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a "school-to-work" curriculum; (4) languages and literatures as "high culture" subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is presently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

What is advocacy and how does it differ from promotion?

Promotion is advertising; we tell people what we want them to know about French. *La Semaine du français* is a prime example of this type of campaign. Those who are advocates respond to more fundamental problems at a program level—how to retain or increase necessary funding for a program; how to avoid cuts in requirements or to increase requirements, how to impact school board policies affecting languages.

Newly-elected Vice-President Barbara Ransford described her personal battle with the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford re-

lated her scramble to round up a coalition of colleagues who could testify about the importance of many languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before they are needed. "Don't sit back!" she urged members. "Know your clientele and be vocal."

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2) outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, *Alliances françaises*, French-American Chamber of Commerce, world trade organizations, etc.

The AATF Advocacy Depot provides many ideas for chapters on how to mobilize their troops at the grassroots level. AATF Vice-President "Tennessee" Bob Peckham has developed templates for "New York Needs French/Tennessee Needs French" and encourages local advocates to begin to gather information on the status of French in their state for their own "state Web page." He also needs stories of advocacy projects—those which have worked as well as those which have not—to document and pass on to others. For assistance or to share your story, contact [bobp@utm.edu]. Check out the AATF Web site for updates.

REPORT OF THE AATF NATIONAL FLES* COMMISSION

The FLES* Commission promotes the study of French in the elementary school and assists teachers with new ideas in pedagogy, resources, research, and support for elementary school programs.

Each year Dr. Gladys Lipton and the members of the Commission publish the Report of the FLES* Commission with articles on all aspects of teaching French in the elementary school. Dr. Lipton has advocated the importance of teaching language to children at a very young age and she has been the most important advocate and inspiration for early language learning in the U.S. Dr. Lipton will continue to work with and advise the Commission with its advocacy for language study in the elementary school and its Report.

I was pleased to meet with several members of the Commission at the ACTFL Conference in Baltimore, and I look forward to meeting with members of the Commission in Milwaukee. The theme for the Report this year will be "New Trends in FLES,*" and we are planning to present research and methodology on teaching French to the special needs student with learning disabilities and teaching the exceptionally gifted student. The Commission also will be preparing lists of resources and materials for teachers and ideas for lesson plans and activities to enrich French classes.

Please contact me if you would like to become a member of the Commission. Members from all levels are invited to join—elementary, middle school, high school, and university levels. We look forward to receiving your articles, research, resources, and also your experiences in teaching special learners. Please send me the title and a brief summary of your article by **April 20, 2006**, and the final article will be due no later than May 20, 2006. The article must be camera ready, and you will receive details on the format of the article for publication. We would also like you to share lists of resources and activities which have been successful in your classes.

I look forward to meeting you in Milwaukee at the special meeting of the FLES* Commission. Feel free to contact me with any questions.

Harriet G. Saxon, Chair
[hdparis20@aol.com]

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 _____

Name: _____

Address: _____

City, State, Zip _____

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

VISIT THE JNCL WEB SITE

www.languagepolicy.org

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.

Please detach and submit to librarian.



To Librarian:

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.

The French Review

ISSN: 0016-111X (\$38 per volume year)

Signature _____

For subscription information, please contact:

**The American Association of Teachers of French
Publisher of the *French Review***

Mailcode 4510, Southern Illinois University
Carbondale, IL 62901

Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail: staff@frenchteachers.org



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.
3. Depth: a starting point for your scholarship and research.
4. Breadth: a way to keep abreast of major trends in all areas of French studies.
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

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by AATF Vice-President Robert (Tennessee Bob) Peckham provides a plethora of information to support French programs at all levels. A number of template sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob Peckham [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to this information [www.utm.edu/staff/globeg/advofr.shtml] is provided at [www.frenchteachers.org].

Template Sites for State French Advocacy

- Arkansas Needs French [www.rogers.k12.ar.us/users/bgilmer/arkfrench.html]
- California Needs French [www.usfca.edu/artscience/californianeedsfrench/]
- Illinois Needs French [<http://www2.hfhighschool.org/~wstiglic/aatfadvocacy0>]
- Minnesota French Facts [<http://courseweb.stthomas.edu/mlwolsey/mnaatf/1d.htm>]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/win french/index.htm]

SMALL GRANT FUNDS CONCERT

We received an AATF Small Grant to bring singer/songwriter Éric Vincent to Lyons Township High School (IL), an event that was enjoyed by French students from six other suburban Chicago high school and junior high schools. The experience for my students and the rest of the 600+ students who attended the concert was phenomenal! It was a big undertaking organizing the concert and then getting other schools involved in order to share the experience. It was well worth it when I saw the reception that the students gave Éric. We shared activities that three of us had created from Éric's CDs that we had purchased at the beginning of the school year. Sue Leibowitz, Glenbrook North and South High Schools, Eileen Walwood, Niles High Schools, and I had developed these activities that we shared with the other teachers who brought students, Pat Olderr, Hinsdale South High School, and Terry Meyer, Hinsdale Central. We had whetted the students' appetite by choosing a variety of songs to share with them.

During the concert the students actually started singing along with Éric before he had even had to encourage them to do so, and at others times Éric introduced them to songs we had not studied or sung before but which lent themselves to audience participation. I had also invited three junior high schools in the area to attend as well. Two of them accepted, sending more than 138 students. We had a full auditorium (600+ students) for the concert. This added to the excitement and impressed upon each student what a special opportunity this was.

After the concert Éric came down from the stage and invited students to come get a postcard of him autographed, spoke to them individually, and some of the students even purchased his CDs. This made the experience very personal for the students. They found it exciting actually to speak to an internationally known performer. Once the signing was over, Glenbrook South and North advanced French students and Lyons Township High School upper level French students stayed for an *atelier* totally in French. (Although the songs were in French at the concert, Éric spoke mostly English between the songs. The first few minutes of the concert I was a bit disappointed and then realized that the French songs and English dialogue worked well because students got more out of the background he gave on his songs and inspirations than if it had all been in French.) In the *atelier* Éric shared his knowledge of French singers and songwriters from the last century with the students and then opened the session to their questions. In this part of the workshop students asked more personal ques-

tions, wanting to learn from him just how he got interested in performing and writing songs.

The next day, when I asked students to evaluate the experience, they were all very positive about it! They were proud, too, that the French department undertook such a big event and said their peers in Spanish were jealous because they never have had such a special experience.

I had worked so hard for months on organizing the concert, and then it was over too quickly. Because it was such a costly event, it truly was scary to start working on it way back in the spring—there were so many variables—but in the end it turned out very well. As I said after the concert to the students in the audience, "All the work of organizing such a big event was well worth it when I saw what a great reception you gave Éric." I encourage other teachers to bring Éric and other performers to their area.

Donna Czarnecki
[cdczarnecki@sbcglobal.net]

PEN PAL BUREAU & PLACEMENT BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$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; Telephone: (618) 453-5732; Fax: (618) 453-5733.

COLLOQUIUM ON HAITIAN LETTERS

The Haitian Letters and Visions of the Future daylong Colloquium was held September 23 at Syracuse University in Syracuse, NY. Scholars and writers from the U.S. and Canada met to discuss the place of literature in Haiti's future.

In the morning, Jean Jonassaint, Syracuse University, spoke on the topic, "Haiti in the World's Literary Imagination." This was followed by Carrol Coates, Binghamton University, speaking on "Sex and Politics in Haitian Texts: Translating Alexis with Edwidge Danticat." Coates spoke of the challenges he encountered in translating the works of Edwidge Danticat. Rachele Charlier Doucet, Wilfrid Laurier University (Canada), presented on "Writing in the Face of Violence and Devastation." She predicted that the arts and literature would play a role in the reconstruction of Haiti by creating a positive space. According to Doucet, in the last three years, Haiti has seen much violence, especially in Port-au-Prince. Doucet stated that Haiti is currently in a situation of decay, devastation, and violence as the social fabric is falling apart and there is a political quagmire. Doucet posed the question, "What role can the writer and artist play in the reconstruction of Haiti?" This passionate discussion was followed by Maximilien Laroche, Laval University (Canada), who lectured on "Imagining a Future for Haitian Culture and Society." Laroche presented a history of the evolution of the Haitian novel.

The afternoon session consisted of a reading and conversation featuring Haitian writers Myriam Chancy and Dany Laferrière. Chancy read from her most recent book, *The Scorpion's Claw*. Laferrière read excerpts from *L'Odeur du café*. Both Chancy and Laferrière answered questions from the audience on such topics as the role of the writer in the politics of Haiti, the choice of which language to write in (English, French, Creole), the narrative voice of the writer, and the role of the arts in giving a voice to the oppressed.

The colloquium was organized at Syracuse University by the Latino-Latin American Studies Program; the Department of Languages, Literatures, and Linguistics; the Department of African American Studies, and the Central New York Chapter of the American Association of Teachers of French. It was a wonderful collaboration between the university and the secondary level. Secondary French teachers who participated came back to their classrooms determined to incorporate the culture and literature of Haiti into the curriculum.

Georgette Schmidt
[gschmidt@twcny.rr.com]
Vol. 31, No. 4 (April 2006)

FULBRIGHT FACTS

The Fulbright Teacher Exchange Program, established by an act of Congress in 1946, provides opportunities for teachers, administrators, and other school or college faculty to participate in direct exchanges with colleagues from other countries for six weeks, a semester, or an academic year.

By living and working in the cultures of their host countries, exchange teachers and administrators gain an understanding and appreciation of the similarities and differences in national cultures and international educational systems. Fulbrighters enrich their schools and communities with an awareness of foreign cultures and of events occurring in other parts of the world, providing students and citizens with new perspectives about the world in which they live.

Fulbright exchanges result in continuing relationships between schools, some of which establish their own student and faculty exchanges and Internet links. In other instances, exchanges benefit local communities by providing them with international resources that are not otherwise available. For example, an alumnus to Mexico started a school linkage program between his home and his host school. His project aims to strengthen the language proficiency of each school's foreign language students through a pen-pal program and a non-simultaneous exchange of U.S. and Mexican student and teacher groups.

International collaborations such as these foster enduring relationships and continuously provide students with opportunities to increase their subject knowledge and understand its relevance in the greater context of the world. Participating teachers and administrators develop and share their expertise with colleagues abroad; and schools gain from the experience of having an international resource in their communities.

Only applicants who meet all eligibility requirements will be considered for the program.

- hold at least a Bachelor's degree;
- be a U.S. citizen fluent in English;
- have a current full-time teaching or administrative assignment in the U.S. or one of its territories;
- be in at least the third year of full-time teaching or administration (teachers applying to the seminar only need to be in their second full year); and
- have not participated in a Fulbright Teacher Exchange longer than eight weeks in the last two years (There is no required waiting period for teachers or administrators who have participated in exchanges of eight weeks

or less.)

Note: A foreign teacher wishing to participate in an exchange with a U.S. counterpart must apply through the U.S. Embassy or the cooperating agency in his or her home country.

The Fulbright Teacher Exchange Program competition consists of three phases: application, proposal, and selection. After eligible candidates apply to the program and are successfully interviewed, efforts are made to match them with suitable counterparts. Once a suitable match is found, U.S. and foreign candidates are proposed for exchange. After proposed matches are accepted by both teachers and their administrators or deans, the candidates are officially selected for the exchange by the J. William Fulbright Foreign Scholarship Board.

- **October 15, 2006:** Application and reference postmark deadline for 2007-2008.
- October-November 2006: Applicants screened for eligibility requirements.
- November-December 2006: Regional Peer Review Committees across the U.S. conduct interviews with eligible applicants.
- Spring 2007: Candidate matching process takes place. If applicants are matches they are proposed for exchange and remaining documentation is completed. Subsequently, matched candidates are officially selected for participation in the Fulbright Teacher Exchange Program.
- August 2007: Orientation for 2007-2008 Fulbright Exchange teachers held in Washington, DC/ Teachers leave for exchange positions.
- Summer 2007: Fulbrighters return to their home countries.

SELF-STUDY GUIDE IN FRENCH TO THE WORLD WIDE WEB

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

AATF NORTH TEXAS MEMBERS SELECTED FOR FULBRIGHT SUMMER SEMINAR

Five AATF North Texas Chapter Members have been selected to participate in Eastfield College's 2006 Fulbright Summer Seminar in Senegal. The awardees will join a group of Dallas County Community College District (DCCCD) faculty and administrators to study the history, religions, and cultures of Senegal this coming June.

The awardees include:

Becky Field-Riley, Wylie High School
Charlotte King, W.T. White High School
Linda Douglas Meyer, Granbury High School

Megan Micheli, Robinson Middle School
Gloria Scales, Townview Magnet Center

The Fulbright Seminar is led by project director and AATF member Sherry Dean, Eastfield College, DCCCD. Lincoln Rolling, Cedar Valley Professor of History and Government, serves as the project seminar curriculum specialist. Drs. Dean and Rolling were impressed by the number and quality of Senegal seminar applications from the AATF North Texas Chapter. "We believe the strong interest in this program reflects the desire for a greater understanding of Francophone West Africa and its role in the global community. These AATF member teachers will make important contributions to the success of this curriculum development program," says Dean.

Fulbright program partners include the Dallas County Community College District, North Texas AATF Chapter, the *Université Gaston Berger* and the *Lycée Ameth Fall* of St. Louis, Senegal, and CARITAS, the Catholic Relief Services of Senegal. Fulbright participants will create curriculum projects for widespread dissemination upon their return to the U.S.

The U.S. Department of Education Fulbright-Hays Group Study Abroad Program has provided \$66,000 for the Eastfield College Senegal Seminar (Grant number 21A050063). Federal funding will finance 63% of total program costs.

For more information about this program, contact Sherry Dean at (972) 860-7129 or Cheryl Green, Dean of Resource and Community Development at (972) 860-8379.

AATF WEB SITE

www.frenchteachers.org

JNCL-NCLIS EXECUTIVE SUMMARY JULY 2005-JANUARY 2006

• On January 5, 2006, the U.S. President announced the National Security Language Initiative (NSLI). This \$114 million program has fourteen components intended to “expand the number of Americans mastering critical need languages” starting at an earlier age; “increase the number of advanced-level speakers of foreign languages;” and “increase the number of foreign language teachers and the resources for them.”

• In December 2006, Congress finally passed the last of the appropriations bills. In the Department of Education, all programs experienced a one percent across-the-board cut. For example, International Education and Foreign Language Studies went from \$106.8 million to \$105.7 million. A number of programs that were zero-funded by the President and/or the House such as Star Schools, Javits, and Civic Education were preserved but their funding was significantly decreased. One of only a few programs to receive an increase was the Foreign Language Assistance Program (FLAP) which went from \$17.8 million to \$21.7 million.

• Elsewhere, the National Security Education Program (NSEP) was continued at \$16 million. The National Endowment for the Humanities increased from \$138.0 million to \$143.1 million. In the State Department, Education and Cultural Affairs Programs grew from \$360.7 million to 437.1 million. Programs with decreased funding include Assistance for Eastern European and Baltic States (SEED) (\$393.4 million to \$361.0 million) and Assistance for the Independent States of the Former Soviet Union (FSA) (\$555.5 million to \$514 million).

• Section 8003 of the Budget Reconciliation Act now includes foreign languages as eligible for Academic Competitiveness Grants in Higher Education.

• In the final days of the First Session of the 109th Congress, Rep. Rush Holt introduced two bills: H.R. 4630 amending the David L. Boren National Security Education Program to allow scholarship and fellowship recipients to work in the field of education if no position is available in the Federal government; H.R. 4629, the “K-16 Critical Foreign Language Pipeline Act” creating five new programs in NSEP.

• The Senate has passed its reauthorization of Higher Education, S. 1614, the Higher Education Amendments Act of 2005 strengthening outreach, study abroad, IIPP, and making undergraduates eligible for

FLAS fellowships. It contains no Advisory Board for Title VI, but it does refer a number of times to reflecting “diverse and balanced perspectives” and generating “debate on world regions and international affairs.”

• S. 1614 also includes foreign languages in Title IV, Financial Assistance, as well as Title II, Teacher Preparation and Title VII, Graduate and Postsecondary Improvement Programs as a “high-need academic subject area.”

• The House Education Committee has passed H.R. 609, the College Access and Opportunity Act of 2005. This bill makes a number of improvements to Title VI such as increased outreach, greater opportunities to study abroad, and it expands the Institute for International Public Policy (IIPP). However, H.R. 609 retains a revised and softened, but nonetheless, an expensive and unnecessary Advisory Board.

• Of note, H.R. 609 includes foreign languages in Title IV, Financial Assistance, as an Area of National Need. Under these new provisions, foreign language students are eligible for loan forgiveness if they go to work for the federal government or go into elementary or secondary education teaching.

• The Senate Appropriations bill contains report language for FLAP that recommends providing increased funding for a new grant competition to “school districts with poverty rates of 15 percent or more, to help the highest-need elementary schools within such districts establish foreign language instruction programs.”

• The National Security Education Program (NSEP) will provide \$8 million for undergraduate scholarships and graduate fellowships. Additional funding has been appropriated for the Flagship programs, the K-16 Chinese Flagship Initiative, and an English Heritage Language Speakers Initiative.

• A companion bill to Senator Akaka’s the National Foreign Language Coordination Act, S. 1089, was introduced in the House by Rep. Brian Baird (D-WA) as H.R. 4196, to establish a National Foreign Language Coordination Council.

• The Abraham Lincoln Commission released their report, *Global Competence and National Needs: One Million Americans Studying Abroad*, on November 15, 2005. It recommended that fellowships and scholarships be awarded to Institutions of Higher Education and to students for study abroad. They recommended funding of \$50 million

in FY 2007 increasing to \$125 million by FY 2011.

• S. 1376, Teaching Geography is Fundamental was introduced this summer by Senator Thad Cochran and five co-sponsors. The bill “expands geography literacy among kindergarten through 12th grade students by improving their teachers’ professional development...”

• A 12-point policy statement, Languages in the National Interest, was finalized and distributed to our members, government agencies, congressional contacts, and other interested and appropriate parties.

J. David Edwards

Executive Director, JNCL/NCLIS
[info@languagepolicy.org]

July 5-8, 2006,
Milwaukee



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

*Vues sur le monde francophone:
culture et société*

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.

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 00.

AMERICAN BLUES ICON TAJ MAHAL AND HIS LATE SISTER CAROLE FREDERICKS HONORED AS ADVOCATES OF LANGUAGE AND CULTURE

The Awards Committee of the Northeast Conference on the Teaching of Foreign Languages (NECTFL) selected both Carole Fredericks and Taj Mahal as recipients of the 2005 James W. Dodge Award. Fredericks is honored for her music career in France. Mahal is recognized for his distinctive blend of French, Caribbean, Latin, and African rhythms with country blues.

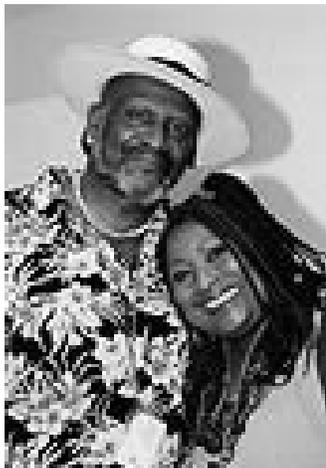
The Dodge Award recognizes an outstanding advocate of language and culture study outside the foreign language teaching profession. It has been presented annually since 1978 and given in memory of James W. Dodge since 1990. It has among its recipients former President Jimmy Carter, the late Senator Paul Simon, Leonard A. Lauder, and Barbara Turlington. The Northeast Conference is the largest and oldest regional pedagogical meeting of foreign language educators in the U.S. Approximately 2,500 language educators attend each year.

The Award recognizes Ms. Fredericks posthumously for her music career in France and the subsequent language units based on her biography and recordings that were developed in the U.S. after her death in 2001. A two-time Grammy winner known for cross-cultural musical collaborations, Mr. Mahal has attracted a worldwide listening audience to the blues. In both their careers, Ms. Fredericks and Mr. Mahal have promoted the advantages of learning a second language and contributed to the exploration of cultures other than their own.

At the time of her death in 2001, Ms. Fredericks spoke fluent French. She was a headliner act in Europe and Africa and had infused rhythm and blues as well as soul and gospel into mainstream French music. A member of Fredericks Goldman Jones, one of France's best known music groups, she was a beloved celebrity and a humanitarian. Although she was very open about her cultural roots, most of her fans had no idea that she was an American from Springfield, MA, and few in her hometown knew what she had accomplished.

But that is changing. The Fredericks family including blues icon Taj Mahal, Samuel Fredericks, Richard Fredericks, and her sister Connie Fredericks-Malone, have been using the diva's soulful songs

to help thousands of American kids learn French. With support from the American Association of Teachers of French (AATF) the Fredericks family has sold music videos and lessons to hundreds of schools across America and Canada.



Aptly entitled, *Tant Qu'Elle Chante, Elle Vit*, the language unit can be used with students in elementary school through high school and college.

Responses have been so positive that the family published a second program this year entitled *Couleurs et parfums*.

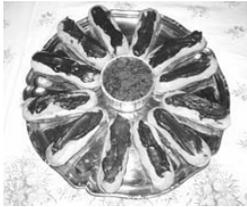
The second unit includes a CD and activity book and is best used with high school and college learners. For further information please contact Connie Fredericks - Malone [cfm@cdfmusiclegacy.com]. For information on ordering *Tant qu'elle chante, elle vit*, see page 00.

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].

AATF Tête-à-Tête



AATF COOKBOOK



178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on measurements. The cookbook is completed by a glossary and English versions of the recipes. \$25 per copy.

Name: _____

Address: _____

City, State, Zip _____

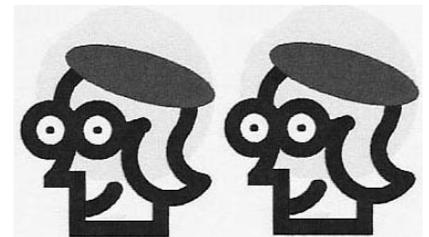
Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901



- **Feeling alone?**
(Je me sens seul(e)...)
- **Running out of ideas?**
(à court d'idées...)
- **Program in danger?**
(programme en danger...)
- **What can I do?**
(Contactez-nous!)

CHAPTER CHECKLIST (Is your chapter up to date?)

- Encourage AATF members at the secondary level to be nominated for the ISE "Language Matters" Award to be presented at AATF Convention in Milwaukee. Deadline: **May 20, 2006** (See page 00)
- Inform high school and post-secondary faculty of the AATF Outstanding Senior in French Award, now extended to college level. No deadline. See AATF Web site or page 00.
- Commit to sending chapter president to AATF National Convention in Milwaukee (July 5–8, 2006) and to chapter presidents' meeting scheduled for the morning of July 5, 2006.
- Encourage members to attend the AATF National Convention in Milwaukee. (Hyatt Regency Hotel, July 5–8, 2006) (See AATF Web site [www.frenchteachers.org] and pages 00)
- Submit names of new chapter officers to Regional Representative, who is required to certify elections. Deadline: **June 1, 2006**
- 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]
- Promote at meetings and through newsletters, and participate in the 2006 AATF Book Club: Literature and Cinema
- Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu]
- Identify advocacy liaison and submit name to Regional Representative AND Robert "Tennessee Bob" Peckham [bobp@utm.edu]
- 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
- Inform members of the "Discover Languages" campaign to promote foreign languages to the public [www.actfl.org]



Diana Regan
dregan@comcast.net
JoEllen Sandburg
j_sandburg@msn.com



**Teacher-to-teacher
Mentoring
Program**

AATF CINEMA WORKSHOP TO BE HELD IN CONJUNCTION WITH THE MILWAUKEE CONVENTION

A five-day cinema workshop will be held June 30-July 4 just prior to the Milwaukee Convention. The workshop will be held on the campus of the University of Wisconsin-Milwaukee and will be led by Jean-Noël Rey of the *Centre de Liaison de l'Enseignement et des Moyens d'Information (CLEMI)* at the French Ministry of Education. Jean-Noël previously served as *attaché culturel adjoint au Consulat de France à Chicago* and is an Honorary Member of the AATF. Housing and meals will be available on campus at a modest cost. See the convention registration form on page 00 to register.

The title of the workshop is «Enseigner le FLE avec des films français». It will be devoted to the teaching of French through film. The objective is to provide a methodology for viewing and using documentary and fiction films. Sequences from ten films about childhood and adolescence will be used as examples, including films such as *Zéro de conduite* de J. Vigo, *Les 400 coups* de F. Truffaut, *Mes petites amoureuses* de J. Eustache, *Être et avoir* de N. Philibert, and *La Haine* de M. Kassovitz. Techniques for approaching these films will deal with indispensable notions for considering a cinematic work, notions of film analysis, narration and aesthetics. Several approaches will be suggested: identifying point of view, going from story to narrative, choice and purpose in visual effects, script bias, use of stylistic tools and their expressive value, etc. Film analysis by sequence will lead to an interpretation of the work in its totality. Recent pedagogical materials, developed by the CRDP, will be provided on CD-ROM.

Registration for the workshop will include lodging and meals on campus and all materials. It is assumed that those registering for the workshop will attend the AATF convention immediately following. There will be a separate registration fee for non-AATF members or for members who do not plan to attend the convention. Academic credit will also be available at a tentative estimated cost of \$220 for two graduate credits.

The following fees are subject to confirmation. Basic registration includes pro-

gram, lodging in a residence hall for five nights (June 29-July 3), three meals per day (beginning with dinner on June 29 and ending with lunch on July 4). Parking permits for those residing on campus will be available at a nominal cost.

Basic Registration (for those attending the convention): \$350

Basic Registration (for AATF members not attending the convention): \$375

Basic Registration (for non-AATF members): \$425

Commuter Registration for members (in-

cludes breakfast and lunch only on workshop days as well as parking, no lodging is included): \$220

Commuter Registration for nonmembers (includes breakfast and lunch only on workshop days as well as parking, no lodging is included): \$265.

For more information check the AATF Convention Web site regularly.

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: [umicp@montana.edu].

SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

The special offer for AATF members to subscribe to *Le Français dans le monde* has been continued. The review is now the official publication of the *Fédération internationale des professeurs de français (FIPF)* and is published by CLE International. The AATF has negotiated a special subscription rate for AATF members. 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 00 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].

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

Promotional Materials

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

Check out the

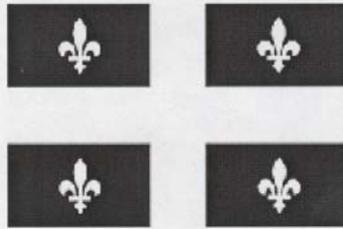
- AATF Materials Center (p. 38)
- Promotional Flyers (p. 00)
- Promotional Materials (p. 00)
- Promotional Kit (p. 00)

Surf the Web

Visit the AATF Web site at [\[www.frenchteachers.org\]](http://www.frenchteachers.org)

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire*



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
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- Les autochtones et le Québec - Éric Gourdeau

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- 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 Joulal*: 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

AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and *Hexagone* medals are \$5.25 each. They are 1-inch in diameter, blue, gold, and white *cloisonné* enamel. The other medal is a bronze 2-inch in diameter medal which displays *Les Armes de Paris* for \$18. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Please print.

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity _____ Quantity _____
 _____ Washington/Lafayette @ \$5.25 _____ *L'Hexagone* @ \$5.25

_____ *Les Armes de Paris* @\$18 or 3 for \$45

Total enclosed:

Check the Materials Center (page 38) for other promotional items.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 79th ANNUAL CONVENTION: MILWAUKEE, JULY 5-8, 2006

Please print all information.

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

Address: _____

City: _____ State/Province: _____ Zip: _____

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

Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, opening wine and cheese reception, film showing of *le Gone du Chaâba* and transportation to Oriental Theater, museum entrance and reception, *dictée*, concert, and a *mallette du congrès*. Pre-Registration will be accepted if postmarked by **June 1, 2006**. After this date, late registration will apply.

- | | | |
|--|-------|-------|
| • Regular Pre-registration fee (if postmarked by June 1) | \$175 | _____ |
| • Full Regular Registration (if postmarked by June 1, available only to regular registrants; those in other categories should register for optional activities individually)
(also includes Welcome Luncheon, Awards Banquet, Claudia Hommel concert, 2 brown bag lunches with film showings & tee-shirt) | \$300 | _____ |
| • Late or on-site registration fee (after June 1) | \$225 | _____ |
| • Emeritus registration (must be an AATF Emeritus member) | \$90 | _____ |
| • Student registration (includes AATF membership for 2007) | \$90 | _____ |
| • Friend/Guest of AATF member (must not be a French teacher) | \$125 | _____ |

Please provide name of friend/guest(s) _____

- | | | |
|--|------------------------------|-------|
| • 2006 Membership in AATF (required if you are not already a member for 2006) | \$45 US | _____ |
| • 2006 First-time membership in AATF, if you have never been an AATF member
(This offer is good only on pre-registration. It will not apply on-site.) | \$0-included in registration | _____ |

SUB-TOTAL REGISTRATION FEES:

WORKSHOPS

Descriptions of the workshops can be found on p. 00 of this issue.

- | | | |
|---|------|-------|
| Wednesday, July 5 (2:00-5:00 p.m.) | \$25 | _____ |
| W115: <i>Black, Blanc, Beur?</i> The Immigration Phenomenon and Multicultural Tension in France (Sally Magnan, Margaret Bussone) | | |
| Thursday, July 6 (2:00-5:00 p.m.) | \$25 | _____ |
| W244: Flashforward: Putting Assessments in Focus First (Paul Sandrock, Anita Alkhas, Jaci Collins, Lisa Myhre, Jody Schneider) | | |
| Friday, July 7 (8:45-11:45 a.m.) | \$25 | _____ |
| W244: Québec: «Je me souviens» à travers le conte québécois, la chanson québécoise, le cinéma québécois ainsi que sa belle histoire (Jeanne Comeford, Regina Doyle-Sternlicht, Margarita Levasseur, Tami Wietfeldt) | | |
| Friday, July 7 (2:30-5:30 p.m.) | \$25 | _____ |
| W354: Swing la Bacaille: la chanson pour faire bouger votre classe (David Graham, Madeline Turan) | | |
| Saturday, July 8 (8:45-11:45 a.m.) | \$25 | _____ |
| W423: AP French Language (Eliane Kurbegov) | | |
| Saturday, July 8 (8:45-11:45 a.m.) | \$25 | _____ |
| W427: Le Cinéma pour écouter, parler, jouer, écrire et s'instruire: mille et une activités pour la classe de français (Colette Henriette) | | |

SUB-TOTAL WORKSHOP REGISTRATION!

PRE-CONVENTION CINEMA WORKSHOP

Directed by Jean-Noël Rey, June 30-July 4

Basic Registration (if you are registering for the convention)	\$350	_____
Basic Registration (AATF members not attending the convention)	\$375	_____
Basic Registration (non-members)	\$425	_____
Commuter Registration (AATF members not needing lodging)	\$220	_____
Commuter Registration (non-members not needing lodging)	\$265	_____

OPTIONAL ACTIVITIES

(Descriptions are on p. 00 of the April *National Bulletin*; spouses and guests are welcome at meals and activities.)

Academic Credit through Webster University (one-hour graduate credit, see p. 00)	\$112	_____
AATF Welcome Luncheon (Wednesday, July 5, 12:00-2:00 p.m.)	\$38	_____
Guided Tour of Haitian Art Exhibit at Milwaukee Museum of Art (Thursday, July 6, 4:00-4:30 p.m.)	\$10	_____
Brown Bag Film Showing: <i>Blacks, Blancs Beurs: Parlons-en!</i> (Thursday, July 6, 12:00-2:00 p.m.)	\$25	_____
Brown Bag Film Showing: <i>Faat Kiné</i> (Friday, July 7, 12:00-2:30 p.m.)	\$25	_____
AATF Awards Banquet (Friday, July 7, 7:00-9:00 p.m.)	\$55	_____
Claudia Hommel Concert (Friday, July 7, 9:00 p.m.)	\$25	_____
Excursion to Marquette University (Saturday, July 8, 1:00-3:00 p.m.)	\$20	_____
Sprecher Brewery Tour (Saturday, July 8, 1:00-3:00 p.m.)	\$20	_____

SUB-TOTAL OPTIONAL ACTIVITIES

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

Milwaukee Souvenir Tee-Shirt: (Tee-shirts are XXX and carry the convention theme: "XXX." They feature the convention logo and will be delivered at the convention.)

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

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

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

SUB-TOTAL TEE-SHIRTS

TOTAL PAYMENT DUE: _____

_____ This is my first AATF convention.

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

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

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

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

REFUND POLICY: Requests for refunds must reach National Headquarters no later than **June 15, 2006**. A \$25 fee will be assessed to cover administrative costs. NO refunds after June 15, 2006. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 6290; FAX: (618) 453-5733.

CALENDAR OF EVENTS

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].

LANGUAGE ACQUISITION AND BILINGUALISM, May 4-7, 2006, Toronto, Canada. Information: Conference, 234 Behavioral Sciences Building, York University, 4700 Keele Street, Toronto, ON M3J 1P3, Canada; E-mail: [labcon@yorku.ca]; Web: [www.psych.yorku.ca/labconference/index.html].

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].

75^{ème} CONGRÈS DE L'ASSOCIATION FRANCOPHONE POUR LE SAVOIR (ACFAS), May 17-20, 2006, Université McGill, Montreal, Quebec. Information: ACFAS, 425, rue De La Gauchetière Est, Montréal (Québec) H2L 2M7, Canada; Fax: (514) 849-5558; Web: [www.acfas.ca].

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].

LANGUAGE TESTING RESEARCH COLLOQUIUM, June 29-July 1, 2006, Melbourne, Australia. Information: E-mail: [ltrc2006-info@unimelb.edu.au]; Web: [www.languages.unimelb.edu.au/ltrc2006].

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; Telephone: (613) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

FIFTEENTH BIENNIAL CONFERENCE: QUEBEC STUDIES, October 12-15, 2006, Cambridge, MA. Information: American Council for Quebec Studies, State University of New York College at Plattsburgh, 133 Court

Street, Plattsburgh, NY 12901; Telephone: (518) 564-2392; Fax: (518) 564-2112; E-mail: [jacqs@plattsburgh.edu]; Web: [www.acqs.org].

SOUTH DAKOTA WORLD LANGUAGES ASSOCIATION (SDWLA) CONFERENCE, October 19-20, 2006, Sioux Falls, SD. Information: Dr. María Ramos, Department of Modern Languages, South Dakota State University, Box 2275, Brookings, SD 57005-0494; E-mail: [maria.ramos@sdstate.edu]; Web: [www.augie.edu/related/sdfla/index.html]

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, NNELL, P.O. Box 7266, AWA Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

MODERN LANGUAGE ASSOCIATION, December 27-30, 2006, Philadelphia, PA. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; Web: [www.mla.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 8-10, 2007, Kansas City, MO. 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 21-24, 2007, Seattle, WA. 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].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 9-13, 2007, Chicago, IL. Information: AERA, 1230 17th Street, NW, Washington, DC 20036-3078; Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

NORTHEAST CONFERENCE, April 11-15, 2007, New York City. Information: Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; Fax: (717) 245-1976; E-mail: [necftl@dickinson.edu]; Web: [www.dickinson.edulnecftl].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 16-18, 2007, San Antonio, TX. 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].

2006 AATF EXCELLENCE IN TEACHING AWARD WINNER

The AATF Dorothy Ludwig Excellence in Teaching Award Committee is pleased to announce the winners for this year's outstanding teaching award.

The winner at the secondary level is Todd Bowen who teaches French at the Adali E. Stevenson High School in Chicago.

Todd will be honored at a special awards luncheon to take place this July at the AATF Annual Meeting in Milwaukee.

Myrna Delson-Karan
Chair, 2006 Award Committee

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].

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REMINDER: IMPORTANT DEADLINES AND DATES

- May 1 Deadline for renewing or subscribing to *Le Français dans le monde* for 2005 (see page 47)
Deadline for submissions for some MLA Prizes (see November issue)
- May 20 Deadline for applications for ISE Award (see page 22)
- June 2 Deadline for reserving rooms at the Milwaukee Hyatt (see page 15) and for Milwaukee Convention Pre-registration (pages 49-50)
- June 15 Deadline for applications for 2005 National French Week Grants (see page 35)
- June 30-July 4 Pre-convention Cinema Workshop (see page 47)
- July 5-8 AATF Annual convention in Milwaukee (see page 15)
- Oct. 15 Deadline for National French Week Essay and Poster Contest (see page 24)
Deadline for Fulbright Applications (see page 43)
- Nov. 2-8 National French Week (see pages 24, 35)

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CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 37.

- I. 1. Saviez; 2. savais; 3. ai connu; 4. Connais; 5. avait su
- II. 1. Paie; 2. dépensés; 3. enverrai; 4. ont été essayés (ou furent essayés); 5. emploierait
- III. 1. belle lurette; 2. employé d'état civil; 3. diminutif; 4. à la mode; 5. remaniement ministériel; 6. libéralisme; 7. androgyne; 8. quadragénaires; 9. boîteux; 10. houleuse.
- IV. 1. leurs; 2. ses; 3. notre; 4. son; 5. ses
- V. 1. aux; 2. à l'; 3. au; 4. à l'; 5. à la
- VI. 1. quelque; 2. quel qu'; 3. quelques; 4. quelle que; 5. quelques

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