



ADVOCACY DEPOT

THE POWER OF ONE, THE SUPPORT OF MANY: ON SINGLE DEEDS THAT CAN SAVE FRENCH PROGRAMS

A single inspired teacher in a classroom, a single picture worth a thousand words, the single step beginning the longest journey, a single sunny break in the clouds after a dark rainy night, one sincere warm smile on a day when many are cold and indifferent, the bright idea of one person in a world-changing innovation: we call this "the power of one."

For the past two and a half years of building a sophisticated organizational advocacy program, we have tried to reassure teachers that they are not alone in the fight to defend their programs. We have called on collective efforts, collective information, collective memory, and collective wisdom to avoid a reinvention of the wheel with every parent organization and school-board showdown. We have portrayed advocacy as a complex art, requiring us to use the strength we know exists in numbers, and cautioning us to avoid becoming a one-man band with a fast burn-out rate.

The number of useful databases linked from our national advocacy site, the number of state fact packs, advocacy coordinators and associates will do nothing by themselves to save a single French program. So very often a happy resolution to a challenge can be traced to a single timely gesture of one individual, even though that person may have had the backing of many.

So what can one person do? Of course the adage "A stitch in time saves nine" applies to appropriate and timely promotion of French among your students and out in your community. Doing this will make it less likely that you will have to be an advocate for your own program. You should also, however, be aware that certain promotional activities actually help build foundations for future advocacy. Let me give you some examples.

Does your town have some French historical influence (explorers, evolution from a French fur trading post, a group of French settlers, etc.)? If the tie is of some significance, contact your local historical society and library to see if you could partner in an essay or presentation contest. Invite an associated historian or librarian to your class to make a relevant presentation. Make

sure the event gets coverage in the local newspaper or air time in radio public announcements. Make sure someone talks about it at a parent or school board meeting. You have just made some important potential allies, since the newspaper article and other announcements promoted the work of the historical society and the local public library. In addition, you have brought public attention to your program for its sensitivity to local cultural heritage.

Does your town, county, or region have a French- or Francophone-owned company? Or perhaps there is a company that is export-dependent on countries in the Francophone world. Invite an informed company representative to speak about this to your students. Partner with a chamber of commerce for an essay or presentation contest, and make sure the news finds media channels. Now count your allies. You have potential support from the chamber of commerce and from the company, both of whose names have been given a rare media halo. And of course, your program gets exposure for bringing highly practical real-world knowledge to students.

How good are your graduates? Do you have alumnae who have received some kind of recognition because of their knowledge of French? If you have outstanding alums, partner with your local guidance counselor to write an interest article for the newspaper, showing what one can do with French. Now you have guidance counselors, parents, and alumnae in your camp.

Do you have some really talented junior and senior students and a local elementary school which is looking for enrichment activities? Get together with the service learning people in your school district to provide appropriate activities. You might also find ideas at the National Service Learning Clearinghouse Web site [www.servicelearning.org].

Make sure there is media coverage. You now have allies among elementary-school students, teachers, administrators, and parents. You have given your students an opportunity for service-learning credit, and the media knows you can give them a newsworthy story.

What can one person do when a need for advocacy arises? Try to spot it before it becomes an emergency. Timing is everything.

Do you remember that great French program at Acmetown High School? It seemed like Mme Dufour's students took all the prizes, had lots of guest speakers, and went on frequent field trips, even though there were so many students. She retired three years ago, and now you see a French position open at AHS. Unless that program has expanded by one position under new leadership, it may be in deep trouble. Better check it out, or contact someone who can. Your action might be what is needed to save French for the kids in Acmetown.

Did you read recently about Paupertown, where they are having a huge budget shortfall? Isn't that the place where they were boycotting French imports two years ago? You know they have a French program, but you don't know the teacher's name. Find out, and check on the French program? It likely has a reduced enrollment and is sure to be on the chopping block as they calculate the new budget. You might be in time to intervene.

Here are other actions that could make a difference: (*continued on page 43*)

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MISSION: AATF MEMBERSHIP ADVOCACY



Creating Solidarity through AATF Membership

Have you recently thought about the importance to you professionally and personally of belonging to an association of nearly 10,000 teachers of French? What kind of solidarity does the AATF offer you and colleagues who range from pre-service to continuing service? The AATF is working resolutely to meet the needs of teachers new to the profession, teachers who wish to renew their skills and build on their knowledge of pedagogy, the French language, and Francophone cultures, as well as teachers wishing to maintain and expand their French programs, and retired members. The Association offers something to fulfill all of these needs and also proposes ways that members can grow through their contributions to the profession and their sharing with other colleagues.

At a time when we often feel that policy decisions affecting the teaching of world languages are not supportive of our mission to create more French speakers, we need to focus on the strength that we have as members of the world's largest association of French teachers. That influence comes from numbers, and our voice can be heard most convincingly when we speak in solidarity. This means that we as members of the AATF must be more visible, offer more support and services, and communicate more effectively with each other and with the public.

We estimate that there are about 20,000 teachers of French in the U.S. who are not yet part of the AATF. We each should lead by example and recruit more members to the AATF. We want to reach those in undergraduate and graduate programs who are planning to teach, methods teachers who work with foreign language teacher candidates, and those who are teaching without the support of the AATF. It is essential that we have well-qualified teachers in the classroom and that we help teachers provide a

French program their communities want to support and sustain. To meet these objectives we need to identify by name and contact information those we have not yet reached, whether they are enrolled in higher education programs or are already in the classroom. Will **you** identify potential AATF members and contact them? Can **you** send the mailing and electronic addresses of these candidates to AATF national headquarters so that we may contact them?

The AATF Executive Council has set as a priority to increase membership and provide services to members. Vice-President Will Thompson as chair of the AATF Membership Task Force is asking those at every level of our association, national, regional, chapter, and individual, to accept a role in building professional strength. Recruitment materials have been and are continuing to be developed at the national level, but those best placed strategically to use these tools are at the chapter level and at the institutional or school level. There is nothing more powerful than one person inviting another to be part of our mission and to attend a meeting or an event organized by the local chapter. The benefits collectively and individually need to be communicated to others who have not yet decided to become an AATF member. Although recruitment is a yearlong activity, our membership efforts intensify in the fall, and we need each member to commit time and effort to this initiative. This is the time to take advantage of

our 3-for-1 membership promotion: for every three members recruited, the recruiting member receives a complimentary membership. For more details on this incentive, visit the AATF Web site [www.frenchteachers.org]. To receive recruitment materials, please contact AATF Headquarters at [aatf@frenchteachers.org.]

Telling "Our" Story to Potential Members

In recruiting new members, we all have a story to tell about why we are members and why we continue to maintain our membership. So that you can generate your own story in this recruitment effort, let me share my story. Why I joined the AATF more than 30 years ago has an easy response: *No-blesse oblige*. If I wanted to be a teacher, I felt that I needed to act professionally and join the association that promoted and supported my chosen discipline, French. My mother was my prime role model for this decision, for she was a member and a leader in a number of organizations that reflected her commitment as a social science teacher. If that had not been enough, I would have joined because all the French teachers in my school district were AATF members and were good role models for a beginning teacher.

Why I have remained an AATF member has both a short and a longer answer. In a nutshell, a strong value placed on professionalism and a desire to continue learning have kept me renewing my membership year after year. The learning objective

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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.

has both a people element (colleagues and students) and a material component, relating to knowledge and resources. I enjoy the collegial relationships that I have formed over the years, and I feel rewarded by each discovery and acquaintance I make. This makes me want to share with other colleagues what I have found and learned. It also encourages me to validate the knowledge, skills, and information gained by incorporating them into my instruction and lessons. Not only am I energized by my new experiences, but by incorporating acquired knowledge and resources into my classes, I can make my classes more rewarding and satisfying for my students and myself. The opportunities for growth are inexhaustible, which is what keeps the fun and excitement in being a teacher of French.

For a longer answer, I have made a list of what I value in my AATF membership. The following categories are not ordered by importance but represent my total satisfaction with being part of an association that is composed of the largest group in the world of teachers of French. How many of these also reflect your own desire to stay connected to the AATF?

- Keeping abreast of emerging and current topics in the profession;
- Finding out about resources (people and materials), events, programs, and technology from which I can learn or which I can use;
- Expanding my collegial base to learn new ideas, approaches, and strategies;
- Taking advantage of publications, workshops, scholarships, and conferences to learn from and collaborate with experts in the field;
- Traveling to Francophone regions and countries, especially to attend AATF summer conventions;
- Improving my own skills and knowledge related to teaching French language and Francophone cultures;
- Learning about opportunities for students and finding ways to promote them to students;
- Energizing my French classes and my students' experiences by using what I discover or learn;
- Experiencing professional satisfaction by sharing with other colleagues informally or through sessions, workshops, and publications;
- Exercising leadership by contributing to or organizing projects that benefit colleagues and the profession.

Is there something with which every member can identify as a reason for maintaining AATF membership? May I encourage you to create your own list to use in adding new members to your chapter, for

new members increase the talent base of the chapter and the solidarity of French teachers across the country? Once you have invited colleagues to be part of your chapter, do give them a role to play, for recruitment means more than paying one's dues. It means recruitment to make a contribution. An investment in time and effort is key to receiving the rewards of membership: a wider network of collegial resources, knowledge, and opportunities for ourselves and for our students.

Sharing What the AATF Can Do For French Teachers

To convince others to join the AATF, each recruiter needs to convey personal reasons for membership and be able to identify particular benefits that are tailored to the professional objectives of potential enrollees. Let me share some of the resources of the AATF, which can also help you shape your recruitment argument to future members.

Three of our recent initiatives include an advocacy program, a mentoring program, and a book club. Our advocacy initiative, launched by Robert "Tennessee Bob" Peckham, is now the **Commission on Advocacy** (see pages 1, 17), and 31 states and the District of Columbia now have advocacy liaisons and 15 Web sites devoted to advocacy for French. The AATF *Tête-à-Tête* Program (a project of the **Articulation Commission**, directed by Suzanne Hendrickson and supported by Jo Ellen Sandburg, see page 37), has brought together French teachers looking for assistance in building their French programs and for a chance to share with colleagues. Currently, one-third of AATF chapters have identified a liaison to the national initiative. The AATF Book Club, introduced by Myrna Delson-Karon (Quebec literature), followed by Michèle Bissière (Francophone cinema), and now continued by Robert Lafayette (French in America, see page 9), provides interesting readings in French with study guides that can enhance reading experiences, individually or in group discussions.

The AATF commissions are moving ahead to provide more resources for members, and here are some examples. The **Culture Commission** (Marie-Christine Koop, Chair) has published two volumes, *France at the Dawn of the Twenty-First Century: Trends and Transformations* and *Le Québec aujourd'hui: Identité, société et culture* (see page 39) and is developing interactive classroom applications on CD-ROM to accompany the first volume. The **FLES* Commission** (Harriet Saxon, Chair, see page 35) is completing a new publication, *New Trends in FLES**, which will focus on addressing the needs of the special learner. The **Commission on French for Business and Economic Purposes** (Eileen Angelini,

Chair) has made available a CD-ROM project, created by Will Thompson, *Teaching Business French: Textbooks, Reference Tools, and Pedagogical Aids* (see page 21). The **Middle School Commission** (Janel Lafond-Paquin, Chair) is completing units on tropics, such as Martinique, Quebec Carnaval, Generic Grammar Activities, Cultural Participation and Research Project, *Voyageons à Paris*, Food and Fêtes, and Poetry, to be published in CD-ROM format. The **Students Standards Commission** (Nancy Gadbois and Bonnie Adair-Hauck, Co-Chairs) is working on a volume of exemplary standards-based units in French, with a working title of *Making Global Connections Using French Language and Culture: Standards-Based Lessons K-16*. The **Teleatics and New Technologies Commission** (Lara Lomicka Anderson, Chair, see page 13) has begun publishing materials on the AATF Web site, and these include teaching ideas and suggestions for interesting Web sites.

Additional resources, including sessions at national and regional conferences, are offered by all our commissions. For example, the **Community College Commission** (Denise McCracken, Chair) and the **High School Commission** (Brenda Benzin, Chair) are directing their efforts to identify outstanding French programs. Helping teachers work for National Board Certification is the continued focus of the **Commission on Professional Teacher Standards** (Susan Colville-Hall, Chair). The **Commission on Colleges and Universities** (Patricia Cummins, Chair) is exploring the professional masters' degree project and participation in the LinguaFolio national pilot. The **Commission for the Promotion of French** (Joyce Beckwith and Ann Sunderland, Co-Chairs) has been contributing articles to the *National Bulletin* and organizing swap shops.

Our executive director, Jayne Abrate, whose energy level seems indefatigable, has been responsible for new programs, e.g., Outstanding Senior in French Award (now expanded to higher education, see pages 19, 29), French Culture and Language Fellowships for Administrators, and AATF Administrator of the Year Award (with a prize for a student to attend Concordia Language Villages, see page 35). In addition to mounting memorable annual conventions in Atlanta, Quebec, and Milwaukee, she has developed publications for our Materials Center, e.g., *Cuisiner et apprendre le français* (see page 32). She has given the AATF a very visible presence by organizing exhibits, sessions, and workshops at regional and national conferences, as well as serving as president of JNCL-NCLIS, which advocates for foreign languages in Washington, DC.

For the past two years, the National French Contest team (Lisa Narug, Chair) has enrolled over 100,000 elementary and secondary students in this annual contest, making French the language contest with more participants than any other language contest in the country. One of two publications, the *National Bulletin* (Jane Black Goepper, Editor) provides announcements about opportunities, events, and materials. The *French Review* staff (Christopher Pinet, Editor), along with the *National Bulletin*, publishes articles that help teachers at all levels of teaching assignments and varied interests as they strive to remain current in the profession. In addition, members can enhance their own CVs and enrich their colleagues' experiences by making submissions to these publications. The *Babillard* team (Betty Clough, Editor) on the AATF Web site [www.frenchteachers.org] provides a venue for questions from members, postings of K-12 teaching positions, and announcements of events, resources, and programs for teachers and their students.

Is this an impressive list of resources? We haven't yet listed all the benefits, which don't stop with a plethora of materials for

National French Week, Small Grants, and scholarships in France, Belgium, and Quebec. Moreover, the resources continue to expand. The AATF is a work in progress.

Thanks for the Memories

Everything has a time and a season, and the time to pass the gavel to the next AATF President, Marie-Christine Koop, will occur at the close of 2006. It has been a pleasure and distinct honor to serve you as president for the past three years. Not only have I learned more about our Association and our various partners in promoting and supporting French and foreign languages, but I have grown to appreciate even more the excellent work that the leaders and members of our 75 chapters are undertaking. At the same time, I have the greatest admiration for the projects that members of the AATF Executive Council and the 13 AATF Commissions have initiated and are continuing to develop.

All of our accomplishments of the past three years have been realized because of the solid foundation provided by past AATF presidents, executive directors, executive council members, commission chairs, chapter officers, and Association members. As we build on past achievements, we are

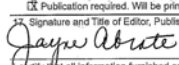
also cognizant of the contributions that current leaders are making, which encourage a forward momentum. I wish to express my appreciation to those whose continued efforts will create a wonderful legacy for the future of our organization. Foremost among these, as we all recognize, is our Executive Director, Jayne Abrate, whose commitment to the AATF is an inspiration and a springboard for future undertakings. May our professional efforts always have as a focal point the individual French teacher connected to the chapter and national AATF, for we are as strong collectively as we are individually!

Bonne continuation!

Margot M. Steinhart

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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

C'est avec surprise que je constate l'approche imminente de *Thanksgiving*. Je pense au congrès de Milwaukee comme si c'était la semaine dernière, mais déjà ceux de Baton Rouge (2007) et de Liège (2008) grandissent à l'horizon. N'oubliez pas de soumettre vos propositions pour le congrès de Baton Rouge (date limite: le 15 décembre). Vous trouverez le formulaire sur le site de l'AATF [www.frenchteachers.org]. Nous envisageons un programme avec comme thème «Le Français aux USA», et nous comptons profiter pleinement de l'héritage francophone qui nous entourera dans la capitale de la Louisiane. Venez nombreux pour fêter la Francophonie chez nous et pour montrer votre solidarité avec les professeurs de français en Louisiane.

Je viens de rentrer d'une visite de trois semaines en France et en Belgique. Marie-Christine Koop et moi nous sommes rendues à Liège où nous avons visité les différentes installations hôtelières et le Palais des Congrès. Les responsables de la ville et de la région de Liège ont tous l'air ravis de notre venue, et nous sommes convaincues que l'accueil liégeois aura de quoi enthousiasmer les congressistes de l'AATF.

Avant d'aller en Belgique, nous avons pu nous réunir avec les responsables du *Français dans le monde*. Grâce à un accord avec l'éditeur CLE International, nous pouvons offrir aux membres un abonnement au *Français dans le monde* à un tarif intéressant (voir page 19). Ensuite, nous avons rencontré Sophie Lovy, Sous-directrice du français au Ministère des Affaires étrangères, ainsi que Xavier North, Délégué général à la langue française et aux langues de France au Ministère de la Culture. Nous avons évoqué de nombreux projets de promotion du français dont vous lirez la suite dans le *National Bulletin*.

Suite au retour de Liège, j'ai eu le plaisir d'accueillir dix administrateurs américains pour un séjour de découverte du système éducatif français à Paris et à Amiens. Vous pourrez lire mon compte-rendu de cette visite dans le *National Bulletin* du mois de janvier. Ce voyage est le fruit d'une collaboration entre l'AATF, l'Ambassade de France et le *Washington Post*.

Nous entreprenons dans les semaines à venir une amélioration du site Web de l'AATF. Nous espérons pouvoir bientôt vous offrir la possibilité de paiements en ligne pour les cotisations aussi bien que pour la commande de documents pédagogiques et promotionnels. Notre objectif est de rendre le site encore plus performant.



Ambassador Levitte and Executive Director Abrate

Prix et programmes

Pour la deuxième fois, nous accorderons le *Outstanding Administrator Award*. Si vous connaissez un administrateur qui soutient les programmes de langues étrangères et surtout le français, pensez à le nommer pour ce prix. L'administrateur est reconnu, bien sûr, mais encore mieux, nous lui accorderons une bourse pour qu'un élève passe un séjour aux *Concordia Language Villages*. Nous organisons ce prix en collaboration avec Concordia et avec l'Ambassade de France (voir page 35).

Pendant l'hiver vous pourrez profiter des nombreuses possibilités de formation professionnelle organisées par les chapitres. En plus, nous travaillons avec divers partenaires afin d'offrir des bourses pour des stages en Belgique, en France et au Québec. Nous n'avons pas encore pu confirmer toutes les bourses (voir page 9), mais les détails seront affichés sur le site Web dès confirmation. Si vous connaissez un étudiant qui poursuit un diplôme universitaire pour devenir futur professeur de français et qui envisage de passer un semestre ou une année d'études dans un pays francophone, posez sa candidature pour la bourse Walter Jensen (voir page 18).

La date limite des propositions pour les *Small Grants* 2007 sera le 1^{er} mars (voir page 19) et pour les subventions pour la Semaine du Français (annonce dans le *National Bulletin* du mois d'avril), le 15 juin. Nous annonçons régulièrement dans le *National Bulletin* d'autres concours, stages et ateliers qui pourraient intéresser les membres.

Pour la troisième année consécutive, *Intercultural Student Experiences* offre à un membre de l'AATF le *Language Matters Award*. Nous cherchons des candidats qui

mettent en valeur l'international dans leurs classes (par des correspondances, par des échanges) ainsi que la communication orale (page 31).

Vous trouverez à la page 8 le message du Président Bush pour la Semaine du Français 2006. Malheureusement, la lettre est arrivée trop tard pour que nous la distribuions aussi largement que nous aurions voulu le faire, mais nous le reproduisons dans ce numéro afin que vous puissiez vous en servir localement dans vos actions pour la défense du français.

Nous sommes heureux d'annoncer les dates pour la Semaine du Français 2007 et 2008 qui aura lieu du 5 au 11 novembre. Une nouvelle affiche pour la Semaine du Français sera incluse dans le *National Bulletin* du mois d'avril et mettra en évidence le travail des élèves de français, lauréats des concours d'affiche.

Si mes commentaires dans ce message paraissent un peu disparates, ils ont tous pour objectif de démontrer que l'AATF est une association dynamique, qui cherche toujours à offrir des possibilités de formation professionnelle, de soutien matériel et moral, de bons conseils pour la promotion et la défense du français, d'échange entre collègues et de collaboration à tous les niveaux d'enseignement. Si vous trouvez dans ces pages, dans les pages de la *French Review*, dans nos congrès, dans les activités des chapitres de quoi nourrir votre curiosité professionnelle, si ce que vous y trouvez est aussi utile qu'agréable, parlez-en à vos collègues qui ne sont pas ou plus membres de l'AATF. Nous cherchons à renforcer toutes nos actions pour le français en représentant le plus grand nombre de professeurs possibles. Personne ne peut plus rester en coulisses. Faites la campagne pour l'AATF en convaincant vos collègues à y adhérer.

Pour conclure, j'ai été fière au mois de septembre de pouvoir remettre à Son Excellence Jean-David Levitte, Ambassadeur de France, une plaque commémorant sa nomination au statut de Membre honoraire de l'AATF. L'Ambassadeur de France bénéficie toujours du statut de Membre honoraire grâce à ses fonctions, mais le Conseil d'administration a voulu reconnaître le travail exceptionnel de M. Levitte et son soutien des professeurs de français en lui conférant ce statut à titre individuel. Je l'ai remercié au nom de tous les membres de l'AATF.

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

REGIONAL REPORTS

REGION III: NEW YORK STATE

The *Grand Concours* and National French Week are by far our most successful activities. The chapters which are the strongest are those where secondary schools, colleges, and universities collaborate. Our greatest challenge is developing advocacy and mentoring programs in order to maintain our French programs. We are working diligently to increase promotional activities which give our chapters visibility. We are indeed fortunate in this region to have a local French heritage that can lead to collaboration on genealogy and local history projects such as the 400th anniversary of the arrival and the explorations of Samuel de Champlain in 1608-1609.

Submitted by David Graham
Region III Representative

REGION IV: MID-ATLANTIC

Region IV is experiencing the same challenges as all teachers of French across the country. Some report program closings while others decry the lack of interest among their colleagues in participating in local activities designed to promote French. On the other hand, most report with great enthusiasm overwhelming successes and share innovative and creative activities. They attest to the boundless energy and positive attitude that characterize teachers of French. Indeed, Region IV is alive and thriving!

If the *Grand Concours* is the barometer for measuring our state of health, we are indeed in great shape. The huge participation in this activity is a testimony to the hard work of students, teachers, and especially National French Contest Administrators. Out of more than 100,000 participants on the national level, Region IV accounts for 19,287 with an overall increase of 795. This makes Region IV number 1 for the second consecutive year! Our deepest thanks go to the Chapter Contest Administrators: Susan Laws, Lorna Wingate, Connie Mears, Sister Mary Helen Kashuba, Bonnie Youngs, Virginie Gournet, Debbie Bartle, Tammy Wubben-horst, Margaret Corgan, and Laura Walker. In most cases, the Contest Administrators were also responsible for organizing the award ceremonies. This event has proven over and over again to be a morale booster for teachers and students and a great opportunity for publicizing success and thus promoting French. At their award ceremony, the New Jersey Chapter showered both students and teachers with congratulatory messages and with gifts purchased with funds donated by local businesses. Seeking support from the public at large served to spread the good word even to a larger public. Kudos to the New Jersey

Chapter for this successful grassroots effort!

Other teachers in the Region chose to spend time this summer furthering their knowledge and skills by taking advantage of grants to various Francophone countries. The following received summer study scholarships: Frank La Ronca from Ridgewood, NJ to the *Université de Montréal*. Lois Folliard also from Ridgewood, NJ, received a grant to study in France. Nancy Cooper from Wilmington, DE went to the *Université du Québec à Chicoutimi* and Rita Nutter of Lancaster, PA and Manda Clancy of Lansdale, PA both head to France. Three other members received small AATF grants. Stephanie Schechner of the Philadelphia Chapter received \$500 for the Francophone Day the Chapter is planning. Andea LaCombe of the Delaware Chapter was awarded \$500 for *La Semaine du Français* activities, while Janet Gonter of the Pittsburgh Chapter received an AATF grant in the amount of \$150 and a matching grant from her chapter for a Mobile Teaching Unit, and Laura Walker of the Northern Virginia Chapter was selected the National French Contest Administrator of the Year (large chapter). Also recognized for her efforts as a Contest Administrator was Lorna Wingate of the Maryland Chapter for having the largest FLES enrollment in the *Grand Concours*. Other honorees include Andea LaCombe of the Delaware Chapter who was named French Advocate of the Year and Muriel Dominguez, outgoing president of the Northern Virginia Chapter was named *Chevalier dans l'Ordre des Palmes Académiques*.

Submitted by Alice K. Cataldi
Region IV Representative


CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 15.

- I. 1. Que se passera-t-il avant que je ne passe un scanner?
2. Quelle loi permet au malade d'avoir accès à son dossier?
3. Pourquoi la France était-elle à feu et à sang?
4. Comment peut-on tester l'état du cerveau?
5. Quel est le rôle du système immunitaire?
- II. 1. Qu'; 2. qui/laquelle; 3. Qui/Qui est-ce qui; 4. Qu'est-ce que; 5. lequel; 6. que/quoi; 7. Laquelle; 8. Auxquelles; 9. qui; 10. quoi
- III. 1. oiseaux migrateurs; 2. hebdomadaire; 3. du poumon/des poumons/de la gorge; 4. des Finances; 5. sang; 6. laïques; 7. imagerie par résonance magnétique; 8. linguae; 9. manqué; 10. seins
- IV. 1. Le loup aux cèpes que j'ai préparé était savoureux.
2. Ces escargots dont vous avez aimé la texture viennent de Bourgogne.
3. Cette grippe aviaire qui vous affole se transmet par les oiseaux migrateurs.
4. Le journal satirique auquel vous pensez est le *Canard Enchaîné*.
5. N'oubliez pas ces contrepèteries parmi lesquelles il y en a de salaces.
- V. 1. dévalisé; 2. grognards; 3. facteurs d'hérédité; 4. à feu et à sang; 5. électrocardiogramme; 6. buvette; 7. Sénat; 8. grivois / salaces; 9. toléré; 10. séropositif
- VI. 1. « Soigne-toi! » « Soignez-vous! »
2. « Qu'il ne s'expose plus au soleil! »
3. « Demande/demandez l'accès à ton/votre dossier médical. »
4. « Qu'ils réduisent/qu'on réduise la fracture sociale! »
5. « Cessons de boire! »

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

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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. 42)
- Promotional Materials (p. 36)
- Promotional Kit (p. 30)

2007

AATF ANNUAL CONVENTION
HOLIDAY INN SELECT HOTEL
BATON ROUGE, JULY 12-15, 2007!

A MESSAGE FROM PRESIDENT BUSH



THE WHITE HOUSE
WASHINGTON

September 27, 2006

I send greetings to those celebrating National French Week 2006 hosted by the American Association of Teachers of French.

Education is the future of our country and the cornerstone of a hopeful tomorrow. Since 1927, the American Association of Teachers of French has encouraged the study of the French language and provided teachers with important educational resources. By organizing National French Week each year, the AATF encourages learning, promotes cultural awareness, and provides an opportunity to showcase the academic abilities of students across America.

I appreciate AATF teachers for building the minds and character of our Nation's youth and helping them gain important knowledge about languages and cultures from around the world. Your efforts make a positive difference in our communities and reflect our country's commitment to academic excellence.

Laura and I send our best wishes.

NEW EDITORIAL ADDRESS

Send all communication regarding the *National Bulletin* to the Editor, Jane Black Goepper, 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [jbg@fuse.net].

ATTENTION AUTHORS

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

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

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

- Greg Barfield, World Languages Coordinator, Fulton County Schools, Atlanta, GA
- Sherra Chappelle, Mitchellville, MD, Principal, Robert Godard French Immersion and Montessori School
- Brandy Flack, Assistant Principal and Director of Foreign Languages, Richard Allen Schools, Dayton, OH (nominated by AATF member Judith Baughin)
- Mary Ann Folino, Principal, Carl Schurz High School, Chicago, IL (nominated by AATF member Samantha Godden-Chmielowicz)
- Michael Hydak, Foreign Language Coordinator, Austin Independent School District, TX
- Mary Ann McCreery, Supervisor of Foreign Languages, Arlington, VA Public Schools
- Margaret Rose, Fredericksburg, VA, Foreign Language & ESL Coordinator, Stafford County, VA Public Schools
- Patricia Talbert Smith, Rockville, MD, Head of School, St. Francis Episcopal Day School, Potomac, MD
- Alyssa Villarreal, World Languages Coordinator, Memphis City Schools, TN (nominated by AATF member William Thompson)
- Susan Wrenn, Coordinator of Languages other than English, Lewisville Independent School Dist., TX (nominated by AATF member Becky Lee)

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

Participants arrived in Paris on October 17 and began a program of visits to schools, ministries, and other organizations concerned with the teaching of foreign languages in French schools. They also spent a few days in Amiens before returning to the U.S. on October 25. A complete report on the visit will appear in the January issue of the *National Bulletin*.

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

UPDATE: AATF 2007 BOOK CLUB

The purpose of this update is sixfold:

1. to remind you of the four books selected for this year's book club (see September issue of the *National Bulletin* for brief summaries);
2. to reiterate where each work may be purchased;
3. to inform you about future articles and activities in the *National Bulletin*;
4. to announce that a listserv will be established for each work so that Internet discussion can take place among interested readers before, during, and after the reading; in at least two cases the author will be involved (check the AATF Web site);
5. to announce that there will be a session on each of the works during the 2007 80th AATF Annual Convention in Baton Rouge July 12-15;
6. to urge you to purchase the works as soon as possible and not wait until each is discussed in the *National Bulletin*. This will permit discussion over an extended period of time and prepare numerous members to be ready for the sessions at the annual convention in Baton Rouge.

Tonnerre mes chiens! A Glossary of Louisiana French Figures of Speech (1999) by Amanda LaFleur, contains some 1200 expressions collected from 23 South Louisiana parishes. This work is available on-line at [www.booksXYZ.com]. There are also a limited number of hard cover editions still available. The article and activities on this work, by the author, will appear in the January 2007 issue of the *National Bulletin*.

L'Habitation Saint-Ybars by Alfred Mercier first appeared in 1881 and explores daily life on a Louisiana plantation. It was published a second time in 2003 by *Les Éditions Tintamarre* at Centenary College of Louisiana under the direction of D. A. Kress, Editor-in-Chief. Copies of the book may be obtained by contacting the bookstore of Centenary College by e-mail at [bookstor@centenary.edu], by telephone at (318) 869-5278, or by fax at (318) 869-5295. The article and activities on this work by Dr. Kress will appear in the January 2007 issue of the *National Bulletin*.

Ouagan sur le bayou (2004) by Lili Maixime is the first of a trilogy of novels on Francophone Louisiana entitled *Ma chère Louisiane*. Copies of the book may be obtained by contacting *Les Éditions La Grande Marée*, C. P. 3126 siège social, Tracadie-Sheila (New Brunswick), Canada E1X 1G5; e-mail [jouellet@nbnet.nb.ca]; Web site [www.

lagrandemaree.ca]; telephone: (506) 395-9436; fax: (506) 395-9439. Please note that prices found on *La Grande Marée's* Web site are in Canadian dollars. The article and activities on this work by Dr. Lafayette will appear in the April 2007 issue of the *National Bulletin*.

The last work, *La Fayette, La Stature de la Liberte* (1988), a biography by Gonzague Saint Bris, will commemorate 2007 as the 250th anniversary of the birth of the Marquis de La Fayette. This work is available on-line at [www.booksXYZ.com] but easiest to obtain by simply typing in [www.lafayettebook.com]. The article and activities on this work by Dr. Tama Lee Engelking will appear in the September 2007 issue of the *National Bulletin*.

For additional information concerning the AATF Book Club, these works and obtaining them, please contact Robert Lafayette, Professor Emeritus, Louisiana State University, and Coordinator of the 2006-2007 AATF Book Club at [rlafaye@lsu.edu].

AATF SUMMER SCHOLARSHIPS PRELIMINARY ANNOUNCEMENT

Each year, thanks to the generosity of our numerous partners, the AATF is able to offer opportunities for summer study abroad to its members. The details of the 2007 scholarships have not yet been confirmed, but we hope to have final information by the end of November. Details will be posted on the AATF Web site [www.frenchteachers.org] as soon as they become available. In the meantime, we are outlining the application process here so that interested teachers can get started.

AATF French Government Scholarships

The French Cultural Service is offering AATF members a number of scholarships for study in France during the summer 2007. More information will be posted as it becomes available.

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships. Details will be forthcoming shortly.

Quebec

In 2006, 11 AATF members were able to participate in summer programs in Quebec at the *Université du Québec à Chicoutimi*, the *Université Laval*, the *Université de Montréal*, and other institutions. We hope to confirm details for 2007 scholarships shortly.

Applicants for all of the scholarships must be American citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2006-2007. Preference will be given to AATF members who have been in good standing since January 1, 2004. Current AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (2002-2006) are also not eligible.

Recipients are expected to (1) prepare a cultural unit to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2008 AATF conference.

The scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance the curriculum for the students. Decision will be announced in early April 2007. A number of factors will be weighed:

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

Application forms are available from your local Chapter President, on the AATF Web site [www.frenchteachers.org], or can be requested from National Headquarters. Forms can be duplicated.

Send the application to AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

The application must be **postmarked by March 1, 2007**, to be considered for the scholarship. Incomplete applications will not be considered.

Surf the Web

Visit the AATF Web site at [www.frenchteachers.org]

All the latest information on:

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

CHAPTER NEWS

Central New York Chapter

- Strong participation in the *Grand Concours* with the Regional Star Award winner from this chapter;
- Chapter Officers: President Mary Anne Cooper; Vice-President Donyce McCluskey. Donyce also organizes the *Grand Concours*; both are retired teachers who offered to step into leadership positions;
- Major goal this year: attract new members to the AATF by inviting university/college professors to participate as speakers;
- Most recent meeting led by secondary teachers Marjorie LaBella and Diane Nickerson who presented on TPR Storytelling; John Gallucci, of Colgate University presented on the French settling of New York state in the 1800s;
- Georgette Schmidt edits chapter newsletter, *Le Cocorico*, which unifies the chapter;
- As a membership recruitment tool the chapter offers to pay \$20 of the membership fee for new members.

Central Pennsylvania Chapter

- New president is Lynn Palermo;
- Envisions an immersion activity for teachers at a local university;
- Plans a competitive event for students.

Connecticut Chapter

- Elizabeth Neger arranged two concerts by Éric Vincent in October 2005 attended by nearly 900 students from a dozen different schools;
- November 2005 members met for an appetitif, conversation, and a presentation by Vincent Morrisette on how Quebec popular music translates the collective *Québécois* experience in "Si le Québec m'était chanté;"
- Continuing the theme of *Québécois* expression, Vincent Morrisette arranged a workshop on "La littérature québécoise contemporaine" with specific study of the "Univers poétique d'Anne Hébert" presented by Lucille Roy, a contemporary poet, novelist, and essayist;
- In May the Executive Committee approved the revision of the chapter's constitution;
- For a second year, the chapter participated in the *Francofête* that took place at Southern Connecticut State University, attracting 13 high schools from Connecticut and 114 students from Massachusetts. Eleven workshops took place: *pétanque*, carnival masks, *Tour de*

France, etc.;

- Christine Brown, Assistant Superintendent for Curriculum and Instruction for the Glastonbury, CT schools, was the first winner of the AATF Outstanding Administrator Award.

Delaware Chapter

- Contest Administrator Susan Laws made a great effort to include schools that had not previously participated;
- Andea LaCombe, newly elected chapter president, planned an international fest in collaboration with colleagues in other languages. This celebration was funded by the International Council of



Delaware International Fest: (L. to R.) Region IV Representative Alice Cataldi, Delaware State Senator Andrew Knox, Mrs. Knox, and Delaware Chapter President Andea LaCombe.

Delaware. It was an excellent example of a collaborative effort that was attended by legislators, school administrators, parents, and students. It also served as an opportunity to recruit students for languages from other disciplines.

Eastern Massachusetts Chapter

- At a meeting in conjunction with MaFLA in October 2005 the following officers were re-elected: President Brian Thompson; Vice-President Patricia Jacquot; Secretary Corinne Étienne; Treasurer Joyce Beckwith;
- In January 2006 two new members joined the Board of Directors: Johann Saddock from MIT, delegate to conference in Milwaukee, and Fatouma Megharbi, Education *Attachée* at the French Cultural Service, Boston;
- *Grand Concours*: chapter placed 2nd in national enrollment, just under 6,000 students with 1,215 medal winners which is 11% of all the medals given out in all the 75 chapters;
- Two successful social activities were held: a reception sponsored by TV5 and wine and cheese tasting evening;
- Monthly book club continued at Schoenhof's in Harvard Square.

Professional Development:

- Chapter sponsored the French strand at MaFLA with Amale Bourhim and her brother Mouhi presenting a 6-hour workshop on the Maghreb;
- Amale Bourhim also gave a 3-hour presentation on "Decoding the DaVinci Code," one of her most popular guided tours in Paris;
- Jean-Marie Hummel and Liselotte Hamm from Strasbourg performed at the MaFLA evening Gala;
- the following day Hummel and Hamm gave a 3-hour workshop "The Poetry and Songs of St. Germain des Prés;"
 - Boston welcomes the new French *Consul*, François Gauthier, and a new Cultural *Attachée*, Brigitte Bouvier;
 - In 2005 FCS sponsored a technology workshop with Adam Steg at UMASS/Boston; it will be scheduled again this year following MaFLA;
 - Chapter's goals for 2006-2007 are related to increasing membership;
 - follow through with the results of the survey to organize more activities around the theater, films, restaurants and the Museum of Fine Arts;
 - to establish a *Médiathèque* for the latest films and CD's with eventual commentaries and lesson plans for classroom use.

Hudson Valley, New York Chapter

- Showed an increase in *Grand Concours* participation, becoming the strongest in the region;
- Member Gail Munson received an AATF Small Grant of \$500 which was matched by the local chapter for a project involving museums of France with local museums; watch for a write-up in a future *National Bulletin*.

Lehigh Valley, PA Chapter

- *Grand Concours* participation increased 29% under the leadership of President and Contest Administrator Virginie Gournet;
- Held a technology workshop for teachers in June;
- Held an award ceremony for the *Grand Concours*.

Maryland Chapter

- Held an awards ceremony in May and can boast 10 gold medal winners in the *Grand Concours*;
- President Karen Kuebler reports changes to chapter's newsletter to include activities for teaching vocabulary and for teaching culture.

Minnesota Chapter

- At the spring annual dinner, reporter David Peterson from the *Minneapolis Star Tribune* gave a presentation about French influence on Minnesota urban architecture;
- Chapter received a grant from AATF National to make audio/video recordings of workshops and other presentations sponsored by chapter available on DVD or on-line for members unable to attend;
- Held a one-day workshop on video and Internet in the French classroom. The workshop was led by Adam Steg, audio visual *attaché* from the French Consulate in New Orleans

New Hampshire Chapter

- A eu trois réunions: octobre, novembre et juin;
- Dernière réunion de la *New Hampshire Association of World Language Teachers Annual Conference* a eu lieu avec la participation du Consulat de France de Boston et de l'Alliance Française de Manchester;
- Plusieurs membres ont assisté à une présentation de Tim Mooney à Plymouth State University intitulée *Molière Than Thou*;
- A célébré La Semaine du Français le 2-8 novembre 2005 avec les événements suivants: *Franco-American Artists*, *Les Choristes*, *Creole and Cajun foods*, *Creole Echoes: French Poetry from 19th century Louisiana*, Barbara Cooper a présenté *L'Homme au masque de fer*, de Dumas, Cabaret Night, et bien sûr, des activités dans les écoles aussi;
- En mars on a fêté la Journée d'immersion d'élèves à l'*University of New Hampshire* pendant la Semaine Internationale de la Francophonie;
- Les officiers du chapitre sont: la Présidente Celeste Feren [c.feren@dover.k12.nh.us]; la Vice-Présidente Barbara Cooper [btcooper@comcast.net]; la Secrétaire Michelle Cotnoir [mmcotnoir@verizon.net]; la Trésorière Ginnie Pinard [ecoute@comcast.net], et l'Administrateur de Grand Concours Jim Lambert [jjlambert@verison.net].

New Jersey Chapter

- Fall meeting featured David Greer, recipient of the AATF scholarship to Chicoutimi, who shared his experiences and a wealth of resources on Quebec; Marie-Laure Hollander shared a unit on the movie *La Grande Séduction*; Viviane Levy presented the film *L'Homme qui plantait des arbres*; Jolene Lichtenwalner presented the films *Le Rocket* and *Le Chandail*; Christelle Palpacuer of the French Cultural Service demonstrated the use of French TV advertising [www.pubstv.com] in the language



Adam Steg, Audio-visual attaché from New Orleans, speaking to members of the Minnesota Chapter.

- classroom;
- NFW was celebrated by two concerts presented by Jacques and Marie;
- Some teachers celebrated the chapter's annual outing in New York city with brunch and then the opera *Carmen* at the Met;
- In March the 4th *Journée d'Immersion* was held with 30 teachers and 350 students participating. The theme was "Voyage avec le Petit Prince." There was a wide variety of activities throughout the day;
- The chapter ranked 4th in the U.S. for participation in the *Grand Concours* with a record 3,913 participants. Later in the spring there was an awards ceremony at Rutgers University;
- April marked a *Journée pédagogique* held at Drew University. Focus was on use of web sites in the classroom and other technology as well as on literature of the Maghreb. Professor Laurie Reynolds of Raritan Valley Community College made a presentation on her 2002 Fulbright Exchange Fellowship in Annecy;
- Presenters at the AATF convention in Quebec were Marie-Christine Masse of Drew University and Tammy Wubbenhorst, West Morris Mendham High School; Marie-Christine also made a presentation at ACTFL in November 2005.

Northeastern Pennsylvania Chapter

- The chapter's only activity of the year is the *Grand Concours* and the awards dinner. Approximately 400 students, including FLES, participated in the *Grand Concours*;
- The Awards Dinner had 154 guests. The entire program and menu were in French; the speaker was a French major at King's College in Wilkes-Barre who spoke in French. This event also serves as the Chapter's annual meeting at which election results for officers are announced.

Pays du Nord, New York

- Received AATF's Outstanding Chapter

- Award, Second Place, in recognition of excellence in membership recruitment and the promotion of the study of French;
- Two high schools had performances by Josée Vachon;
- Developed partnerships between high schools and colleges and universities: Clinton Community College held a French Canadian Weekend with a performance by a Cajun band, a trip to Montréal, and the showing of the film *La Grande Séduction*;
- Chapter Vice-President Jean Ouedraogo introduced a *table française* conversation group that meets bi-weekly and includes community members;
- Chapter has developed partnerships with SUNY Plattsburgh, Clinton Community College, Saint Peter's Church, and the Northern New York American Canadian Genealogy Society. This latter group is cosponsor with the Chapter of a "My French Roots" contest which will display student projects discovering their French heritage; the partnerships have invited filmmaker Ben Levine to show his *Réveil* which depicts the struggles of Franco-Americans.

Philadelphia Chapter

- Offered several professional development activities for teachers: (1) Professor Jan F. Rigaud, Villanova, spoke on French-American relations; (2) Sister Jean Faustman, Chestnut Hill College, presented her work on Childhood as an approach to Francophone literature; (3) Marilyn Conwell, Rosemont College, shared her research on contemporary theater in France;
- Teachers received two hours of professional development credits for each of these programs attended;
- Vice-President Stephanie Schechner and Co-Presidents Elaine Danford and Kim Marucci have been planning a *Journée francophone* for high school students to take place during NFW;



(L. to R.) Philadelphia Chapter Secretary/Treasurer Joanne Silver and Chapter Board Member Barbara Barnett in Milwaukee.

- Sister Mary Helen Kashuba, Chestnut Hill College, serves as Contest Administrator. There were 3018 students who enrolled of whom 558 earned national medals;
- The chapter's Friend of French Award was given to Chestnut Hill College for support of the chapter's many programs over the years;
- Eddie Sundra and Perry Rugen, students of Nadine Hensley, and Samantha Baxter, student of Kathleen Watters, were winners in the French Week Poster Contest.

Pittsburgh Chapter

- Bonnie Youngs, National French Contest Administrator, increased the enrollment by 9%;
- With the aid of Title VI grants, Bonnie Adair-Hauck and Carol Schneider held immersion workshops for teachers.

Rhode Island Chapter

- Held fall meeting in conjunction with the Rhode Island Foreign Language Association (RIFLA);
- Approved a revision of the chapter constitution;
- Held a concert by Jacques Yvart attended by 250 students;
- Held spring meeting in conjunction with RIFLA;
- *Grand Concours* awards ceremony honored students who finished in top ten places in the state.

Susquehanna Valley, PA Chapter

- President Nancy Smekal reports several professional development activities: a musical program of Trouz-Bras, Breton folk music held at Millersville University; Renée Zartman presented "La littérature et le langage québécois;" and the viewing of the film *Le Gone du Chaaba*;
- the annual awards ceremony with speaker Scott Fabel.

Virginia Chapter

- Held French sessions at the FLAVA conference: (1) Fabrice Teulon, Virginia Tech, "Beating Stereotypes: Views of French in America and Americans in France;" (2) Françoise Watts introduced recently published literary texts that would appeal to advanced students;
- Janel Paquin-Lafond was invited to show how she creatively uses *Le Petit Prince* in the classroom.
- Election results: Françoise Watts and Amy DeGraff were reelected as Co-Presidents.
- Arthur Despins, a French filmmaker, was invited (the Board paid his airfare from France) to show his film *La Révolution des Crabes*. Afterwards he traveled to several colleges to show the film as well.

- Françoise Watts meets monthly with French teachers in the Lynchburg area to discuss new literary texts in French.

Western Massachusetts Chapter

Réunion du printemps:

- Membres ont voté «oui» pour la nouvelle constitution;
- Atelier présenté par Jean-Pierre Berwald sur «calembours, plaisanteries et contrepèteries» comme outils pédagogiques;
- Présentation par Marie-Josée Kingnehun sur «L'enseignement du français à travers le conte africain»;
- Plusieurs nouveaux et jeunes professeurs de la région y ont assisté.

Western New York Chapter

- National French Week: middle school students appeared on the "Weather Outside" on Buffalo TV Channel 7; the *grand gala* attendees included two missionary sisters who had worked in Rwanda and the Congo as well as news anchor of the evening news at Channel 2; the Friend of French Award was presented to Hank Huber, editor of the *Depew Bee* Newspaper; a French Mass was celebrated at Canisius College; a special evening was held at the historic St. Louis RC Church whose land was donated by an early settler Louis le Couteux from Rouen, France; reenactments were held at Fort Niagara;
- Held a Francophone festival with an African drum and dance workshop, folk dancing, games, exhibits, Cajun music and food;
- The French Club from Depew High School sang the Canadian national anthem in French for a game between the Buffalo Sabres and the Montreal Canadiens;
- Members presented workshops at the annual meeting of the Western New York Educators' Council on music, classroom ideas, advocacy for French programs, Acadian history and culture;
- Lucy Schwartz, Brenda Benzin, members of the French Club at Buffalo State College, and Paul Schwarz, Dean of Arts and Humanities at Fredonia State College produced a video discussing careers in the Foreign Service, featuring James Foley, former Ambassador to Haiti;
- Chapter collaborated with the Buffalo-Lille Sister City Association and the *Alliance française* to sponsor a day honoring two American veterans who had landed in the south of France in 1944, thus helping free the French. They received the Legion of Honor from *Consul général* François Delattre.

Northern Virginia/Washington, DC Chapter

- In order to attract candidates for chapter officer positions, chapter announced the upcoming elections in their January newsletter and were able to recruit a number of new people for the positions;
- Held meetings at the homes of officers to provide a relaxed setting for the exchange of ideas and to get to know members better;
- NFW event was held at the Thomas Jefferson School for Science and Technology at which the ambassador from France, Mr. David Levitte gave a presentation about the historical ties between the U.S. and France as well as on the recent unrest in France. Students asked some excellent questions. Geneviève Delfosse organized the event.

AATF SESSIONS AT REGIONAL CONFERENCES

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

SCOLT, March 1-3, 2007, Atlanta, GA

AATF Session: "AATF to the Rescue: Advocacy for French"

Presenter: Jayne Abrate

Also: 3-hour Workshop: "Using Food to Enhance the Study of French Language and Culture"

Central States, March 8-10, Kansas City, MO

AATF Session: "AATF to the Rescue: Advocacy for French"

Presenter: Jayne Abrate

Also: 3-hour Workshop: "Using Food to Enhance the Study of French Language and Culture"

CHECK THE WEB FOR UPDATES

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

WHAT IN THE WIKI?

How familiar are you with wikis? Our column this month aims to briefly introduce wikis, highlight some ongoing projects in education, and offer some links to get you started creating your own wiki.

What is a wiki?

Wikipedia, one of the most well known wikis, defines a wiki as “a type of Web site that allows users to easily add, remove, or otherwise edit and change some available content.” [To read more on wikipedia, please refer to LeLoup & Ponterio, 2006]. The origin of the word “wiki” comes from “Wiki wiki” which means “quick” or “hurry” in Hawaiian; the first wiki (WikiWikiWeb) was named after a line of Hawaiian buses. Ward Cunningham coined the concept of a wiki, which is a type of social software.

A wiki can be described as a combination of a Web site and a word processing document. The content of a wiki is accessible from the Web, while at the same time it can be edited and updated similar to a word processing document. A wiki's collaborative nature can be characterized by the fact that it can be updated by any number of users, and the community organizes and supplies the content.

Characteristics of Wikis

To begin, one of the more interesting features of a wiki is its collaborative nature. Users of a particular wiki can add, modify, and delete content. The history of the document is stored and can be accessed to see any changes that are made. Unless users are logged in, it may be difficult to actually determine who did what. Most wiki hosting sites offer the possibility of creating individual user accounts so that changes can be tracked. Lamb (2004, p. 38) summarizes some of the main features of wikis as follows:

1. Anyone can change anything;
2. Wikis use simplified hypertext markup;
3. Wikipage titles are mashed together;
4. Content is ego-less, timeless and never finished.

A wiki serves as a way for users to easily and quickly create a Web site. Due to the simplicity of wiki syntax, more time can be spent adding content than working on Web design. Titles often appear “mashed” due to the fact that the wiki attempts to provide quick page creation and simplicity in format. Additionally, wikis are organized by content rather than chronologically, like blogs (Godwin-Jones, 2003). Wikis offer the possibility of continuous collaboration so that information remains up-to-date.

Project Ideas

Building on the collaborative nature of the wiki, the uses of these tools in an educational setting are varied. Here are some of the projects that have been developed using wikis in the classroom:

1. Plan a trip: students can collaborate to plan a trip abroad [<http://careo.elearning.ubc.ca/wiki?galiano>];
2. Put together a reading list for a book club: students at Drew University are creating a book club for reading and discussion [<http://drewbookclub.pbwiki.com/FrontPage>];
3. Organize a conference: educators can use the wiki as a planning tool and then decide to host a conference or event [<http://careo.elearning.ubc.ca/wiki?Technoculture>];
4. Take collaborative notes: notes can be posted by students, verified by teachers; students can share the load in note taking; they are created collaboratively as a study resource [<http://careo.elearning.ubc.ca/wiki?CS430>];
5. Share and edit lesson plans: [www.wikiweb.org/index.php/Main_Page];
6. Create a resource page: students can post what they have learned related to grammar, culture or other resource. The following page [<http://flteaching.wikispaces.com>] is home to a foreign language teaching wiki resource page created by graduate students in foreign language methods classes;
7. Post book notes, reviews, or commentaries: students can comment on literature assignments and identify main characters, plots, subplots, objects, settings, and details of stories. This collaboration can serve both as a review and study aid [www.theplenty.net/wiki/index.php/Main_Page];
8. Engage in collaborative storytelling: wikis are used in some primary schools in Canada to teach collaborative storytelling to children [http://lizzy.iit.nrc.ca/LizzyHelpNew/public/wiki.cgi?Lizzy_in_primary_schools];
9. Collaborate for group writing projects: at Penn State, rhetoric students are using a wiki to develop ideas for writing projects [<http://epochewiki.pbwiki.com/>];
10. Develop an encyclopedia for a school and its surroundings: Case Western Reserve University uses a wiki to feature information about the school,

social outings, biographical information, student group information and much more [<http://wiki.case.edu/CaseWiki:Usage>].

Using a wiki in a French literature and culture course

In addition to the projects mentioned above, I wanted to highlight a wiki project that recently took place in a French class. Cindy Evans reports on a project at Skidmore College where students created a wiki featuring aspects of *Québécois* culture [wiki: http://www.skidmore.edu/cgi-bin/wikis/FF209_001_f04.cgi/HomePage]. Students chose topics such as dance, music, cuisine, geography, and education and then researched their topics and provided content to a particular wiki page. In addition to content, students provided links to external sources as well as internal links to their peers' sites, and integrated literary and historical class material. Professor Evans' students used process oriented learning as they revised their work and peer edited activities so that they could participate actively in the project. Evans' article on this project is available at [www.oberlin.edu/ilc/pubs/wikiproject.doc].

Creating a Wiki

Creating a wiki involves a few simple steps. I have included a few wiki hosting sites below. These sites generally offer basic wiki services free of charge; in other words, free wikis are often limited to a certain amount of space, offer limited templates, and may require ads to appear on your wiki Web site.

www.wikispaces.com/
www.wikidot.com/
<http://pbwiki.com/>
www.oddmuse.org/
www.cafewiki.org/ [a wiki hosting site in French]

Some of these wiki host sites offer video tutorials to show you how to get started and to familiarize you with a wiki. No matter which wiki you choose, set up takes only a few minutes and a series of two or three easy steps. Happy wiki-ing!

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CONCORDIA LANGUAGE VILLAGES TEACHER SEMINAR July 5-17, 2007

Join language teachers from across the U.S. for a ten-day summer graduate course at Concordia Language Villages to adapt our immersion techniques to your classroom setting. Upon successful completion of the course, three semester hours of graduate credit are earned through Concordia College, Moorehead, MN.

Teacher seminars provides a forum where language educators can learn about and discuss current practices and issues related to the teaching of a second language. Seminar participants visit the language Villages to see language and cultural immersion strategies in action.

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.

For costs and further information, contact Tel: (800) 222-4750, ext. 8002 or (218) 299-4179; e-mail: [educators@cord.edu]; Web: [www.concordialanguagevillages.org].

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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.

_____ Check here if you would like 10 additional copies of the Help Wanted flyer for counselors at no extra charge.

Name _____

Address _____

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Send this form and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



MOTS CHASSÉS:

Sur «La Vie des mots» paru dans la *French Review*, 79.6 (mai 2006). Le corrigé se trouve à la page 6.

I. Imaginez une question aux réponses suivantes:

1. Une manipulatrice viendra m'injecter un produit iodé.
2. La loi «Informations et Liberté»
3. Pour cause de révoltes contre une décision gouvernementale
4. Avec des tests psychométriques
5. Le système immunitaire nous permet de neutraliser les cellules cancérigènes.

II. Remplir le blanc avec un pronom interrogatif (interrogation directe ou indirecte).

1. _____ appelle-t-on porteur sain?
2. Est-ce la femme par _____ le scandale est arrivé?
3. _____ vit de l'économie parallèle?
4. _____ vous me voulez?
5. Il y a deux médicaments ici, _____ provoque fréquemment des nausées?
6. Le docteur ne sut _____ diagnostiquer après les résultats flous du scanner.
7. _____ de ces infirmières est la plus dévouée?
8. _____ contrepèteries faites-vous allusion?
9. Nous ne savons pas à _____ nous fier?
10. Dans _____ avez-vous fait cuire ces grenouilles?

III. Souligner le mot (ou groupe de mots) qui ne convient pas dans la phrase, et donnez une solution de rechange.

1. La grippe aviaire se transmet par les éléphants.
2. Le *Canard Enchaîné* est un quotidien.
3. Le tabagisme est la cause de nombreux cancers du sein.
4. «Bercy» est en France le Ministère de l'Éducation Nationale.
5. La leucémie est un cancer du foie.
6. La majorité des écoles françaises sont des écoles religieuses.
7. Un R.I.M. signifie Institut Religieux Masculin.
8. Si la langue me fourche, je peux dire qu'il s'agit d'un lapsus calamae.
9. «J'ai loupé le bus» signifie «j'ai arrêté le bus».
10. Une mammographie est la radiographie des mammifères.

IV. Refaire ces phrases en les reliant à l'aide d'un pronom relatif.

1. J'ai préparé un loup aux cèpes; il était savoureux.
2. Ces escargots viennent de Bourgogne; vous en avez aimé la texture.
3. Cette grippe aviaire vous affole; elle se transmet par les oiseaux migrateurs.
4. Vous pensez à ce journal satirique; c'est le *Canard Enchaîné*.
5. N'oubliez pas ces contrepèteries; parmi elles il y en a de salaces.

V. Remplacer les blancs par un mot ou groupe de mots qui peut convenir.

1. Son appartement a été complètement _____ par d'astucieux cambrioleurs.
2. On appelait _____ les soldats de Napoléon.
3. Les _____ expliquent bon nombre de cancers chez les malades qui devraient connaître leurs antécédents.
4. Pendant toutes ces guérillas urbaines, ce pauvre pays était _____.
5. Un _____ permet au médecin de contrôler l'état de notre coeur.
6. À la kermesse, nous sommes allés boire une bière à la _____.
7. Les lois sont discutées au _____ après l'avoir été à l'Assemblée Nationale.
8. Les contrepèts sont souvent _____.
9. Ce médicament est mal _____ par ce patient chez qui il provoque des vomissements.
10. Ce jeune homme vient d'apprendre qu'il est porteur du virus du sida, et que par conséquent il est _____.

VI. Donnez des instructions logiques en utilisant les verbes pronominaux entre parenthèses.

1. «Je me sens bien malade». (se soigner)
2. «Il risque un cancer de la peau». (s'exposer)
3. «Je voudrais savoir quelle est ma maladie». (demander l'accès)
4. Les maires de banlieue sont inquiets de ces échauffourées. (réduire)
5. «Toi et moi craignons le cancer du foie». (cesser)

Colette Dio, Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 32, No. 2 (November 2006). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers are based on the themes "Parlez-vous...histoire?" "...cuisine?" "...civilisation?" "...sciences?" "...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. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html].

Send this form and payment of \$15 (members)/\$25 (nonmembers) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 5/31/2007.

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

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THE AFTERMATH OF 9/11 AND YEAR OF LANGUAGES: FROM SPUTNIK MOMENT TO REAL MOMENTUM IN LANGUAGE POLICY

Among the many effects of 9/11 on this country are a renewed sense of community in our willingness to help each other and our determination to disable those who would destroy us. Americans recognized that we were dangerously hampered by our inability to understand and communicate with the rest of the world. Fortunately for us the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) [www.languagepolicy.org] has been constantly at work in the halls of Congress, supporting progressive moves in national policy. On a national level, our adaptive energy and in reaction to a pronounced lack of linguistic and cultural skills has resulted in support for the Foreign Language Assistance Act, the Lincoln Study Abroad Act, the new Department of Defense roadmap and increases in foreign language pay for the military, along with the National Security Language Initiative, a Teachers of Critical Languages Program, and many more. The Year of Languages in 2005, effectively promoted by the American Council on the Teaching of Foreign Languages, brought our national shortcomings and the general virtues of foreign language instruction to the attention of a wider public, though television ads, tee-shirts, language ambushes, and government proclamations.

While these are impressive signs, it would be wrong to assume a direct and speedy transfer of national concerns into local and state venues, because of the relative autonomy of both school districts and the states which set policy for them. These are moved by community, state, and regional economic, cultural, and political forces. As for students, a recent study by Joseph Price and Carolyn Gascoigne found that national security needs played practically no role at all in their attitudes about language requirements.¹ It is then important to assess what is happening at the state level. I have been able to do this with information drawn largely from the following Web sites:

National Council of State Supervisors of Foreign Languages [www.ncssfl.org]

State Scholars Initiative [www.wiche.edu/statescholars]

Education Commission of the States (report 745) [<http://mb2.ecs.org>]

Movement toward more specific high-school expectations for the study of languages other than English is evident in Indiana's "Core 40 Diploma Requirements," still more in the support of Secretary of Education, Virginia Fox and of Gover-

nor Ernie Fletcher for all Kentucky students to study a foreign language.

In Delaware, on August 17, 2006, the State School Board unanimously approved the new high school graduation requirements proposed by its curriculum reform task force. The changes make Delaware's standards among the most rigorous in the country, raising the required credits from 22 to 24 and requiring students graduating in 2013 to take two years of a foreign language.

A recent 18-hour option for high school graduation which the Florida Legislature passed in 2002 requires the completion of two credits in the same language or documentation of proficiency at a level equivalent to two years of instruction. All school districts submitted a K-12 Foreign Language Plan to the Florida Department of Education by June 30, 2004.

In Hawaii, starting in 2006-2007, students will have to choose World Languages, Fine Arts, or Career and Life skills to meet requirements for a regular diploma. Although the state's elementary schools are not "required" to offer foreign language at this time, World Languages is presently listed as one of the subjects on the report card and is included in the nine Content and Performance Standards for all students.

One year of foreign language study fulfills Idaho's requirement of two credits in Humanities for graduation from high school.

Beginning 2011-2012, Maine's "Learning Results Endorsement" will guarantee that a high percentage of the state's students graduate with study in a foreign language assessed according to the Maine's standards in modern and classical languages.

In Michigan, a new core curriculum, with high standards for high school graduation, including two credits in Languages other than English, was approved in HB 5606 by both Michigan House of Representatives and Senate and then signed by the Governor. The languages component will be in effect in 2016.

New Jersey extended its expectations through requirements stated as options: (1) students complete an additional year of language study at the high school level or (2) they successfully complete a competency-based exit test.

In Oklahoma, beginning in the 2006-2007 school year, the "Achieving Classroom Excellence Act" will require that all students not signed out by their parents complete the following college preparatory curricular requirements relating to foreign languages:

two units of the same foreign or non-English language or two units of computer technology approved for college admission requirements. However, foreign language instruction is required for all students in grades K-8. This program will soon effect high-school requirements.

In Texas, beginning with the freshmen of 2004-2005, all students have been required to graduate with what was the recommended plan, requiring two years of a foreign language.

In West Virginia beginning the fall of 2008, Foreign Language Level IA will be the state sequence for 7th graders and Foreign Language Level IB will be the sequence for 8th graders. High school students in the Professional Pathway must earn two credits of the same foreign language to graduate.

In Wyoming high schools, for the 2006 graduating class, any student wishing to earn an advanced or a regular diploma must demonstrate proficiency in a foreign language. Districts may define "proficiency," although there is a state-provided language experience that may be used by districts to offer special language exploration courses leading to a relatively low level of proficiency. Students who do not demonstrate language proficiency will receive the lowest diploma.

There is also momentum evident in the increased accessibility of foreign language study. A proposal under discussion in Indiana would change in the "Middle School Curriculum Rule" to include a provision that the World Language curriculum be accessible to all middle school students. In Iowa, every high school has to offer four years of one foreign language. In New Hampshire all high schools, regardless of size, must offer three years of each of two languages. American Sign Language is included among the possibilities. In Ohio, high schools are required to offer three years of one foreign language or two years of two foreign languages so that students can earn an honors diploma. Nearly one half of school districts offer foreign language courses before high school. In Pennsylvania, public high schools are required to offer four consecutive years of a modern language and two consecutive years of another language (Latin, Greek, less commonly taught, or American Sign Language). Of 501 public school districts, Pennsylvania has about 130 K-12 foreign language programs all of which are very different models. In Texas, many districts are offering the middle school language program to afford students the opportunity to complete some of the high school graduation requirements in middle school. In Virginia, schools must

offer a foreign language from 8th grade through 12th grade. Progress in FLES opportunities is outlined in "State Requirements for Foreign/World Languages in Elementary Schools" (June 2004) at [www.ncssfl.org/reports/index.php?state_reqs].

Still on the secondary level and operating in twenty states is a national program, "The Scholars Initiative," involving an alliance between business community and educational leaders. The result is a rigorous state high school diploma, not aimed primarily at college-bound students, a state scholars diploma. Among the requirements are two years of foreign language study. In most of the twenty participating states, the diploma is in early growing stages, not available in every district. These states are Arizona, Arkansas, Connecticut, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, New Jersey, New Mexico, Oklahoma, Rhode Island, Tennessee, Utah, Virginia, Washington, and West Virginia. Colorado and North Carolina have been chosen to join, but are not yet participating members.

Finally, on the college level, we might well expect that the top ten colleges and universities named in *US News & World Report* special issues of recent years have admissions practices and policies highly favoring candidates with extensive foreign language study and shutting out those with none. Since many of us are discovering the enormous value of an education at a good state public college, it should be of considerable interest that the following states have decided freshman candidates must have foreign language learning experience for regular admission to all of their four-year colleges and universities: Arizona, California, Colorado (for 2010), Florida, Georgia, Kentucky, Louisiana, Massachusetts, Minnesota, North Carolina, Oregon, South Carolina, Tennessee, Texas, Utah, Washington, West Virginia (for 2008). These states represent 53% of the nation's current population. In Wisconsin, Delaware, Missouri, Nebraska, Alabama, Georgia, Illinois, Ohio, Connecticut, New Mexico and a number of other states, the flagship public institutions all require foreign language study as an undergraduate admission criteria. So the old question of whether you need a foreign language to get into college should be answered "only if you are interested in choice, quality and value."

The progress made in foreign language requirements reflects indirectly the character of Americans. We help our neighbors, and are willing to own a responsibility toward the needs of the nation. For the most part, however, we are interested in what goes on in our own states, and what will

affect regional and local fulfillment of the American dream. In general, just about all of the states need residents with foreign-language and culture skills, but many of them have no way to see the overall impact of the various international knowledge needs. In Tennessee, part of the TFLTA Web site is a hypertext essay called "Why Study a Foreign Language in Tennessee?" [www.utm.edu/departments/french/why.html].

It is a place where Tennesseans have gone over 31,000 times to discover how this knowledge works to their advantage economically and culturally. I suggest that this practice be extended nationally.

Advocates for all foreign languages should understand that the progress we see in increased requirements will translate into the spread and longevity of the language teacher shortage we are now experiencing in certain parts of the country. Advocates for French need to remember that what is happening with language requirements may produce sudden staffing needs with expected program results. Fortunately, French is a level-one commonly taught language, and there are more and more Americans attaining proficiency in the Intermediate-High to Advanced-High range through college programs enhanced by study abroad and home stays. It is also easy to demonstrate the importance of French, along with that of other commonly taught languages, in the national origins of a large proportion of export and foreign-direct investment dollars. Opportunities are lost if there is not a group of French teachers alert to all calls for assistance. This is why all chapters of the AATF must have advocacy coordinators and all states must have state-specific Web sites. Tune in to our advocacy web site to find out where your state stands: "Ideas for French Language & Culture Advocacy in the U.S." [www.utm.edu/staff/globeg/advofr.shtml].

TennesseeBob Peckham
AATF Vice President
[bobp@utm.edu]

Notes

- ¹ "Current Perceptions and Beliefs Among Incoming College Students Towards Towards Foreign Study and Language Requirements," *Foreign Language Annals* 39, no. 3 (Fall 2006), 388, 389.

**BE SURE TO VISIT THE
JNCL WEB SITE**

www.languagepolicy.org

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2007-2008.

Eligibility Requirements

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

Scholarship

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

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mail-code 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2007**.

*July 12-15, 2007,
Baton Rouge*



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

Le Français aux États-Unis

AATF SMALL GRANTS

At the Milwaukee Convention, the Executive Council again renewed the AATF Small Grants program for 2007 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 postmarked by **March 1, 2007**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (This must be attested to by the Chapter Secretary-Treasurer). **PLEASE NOTE**: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2007 are encouraged.

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 21 for information concerning the 3-for-1 offer for a year's free membership.

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 nonnative 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 29.

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 2007 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2006 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. Send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and higher education (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each award winner will receive a framed certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2008, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Baton Rouge in July 2007.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2007**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **February 1, 2007**. Decisions will be made by March 1, 2007. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development may include but is not limited to

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include but is not limited to

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **February 1, 2007**.

**MARK YOUR
CALENDAR!
JOIN US IN
BATON ROUGE
IN 2007!**

**Attend the 80th annual AATF convention
as we meet in Baton Rouge.**

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

DICTÉE AU CONGRÈS DE L'AATF À MILWAUKEE



(1^{er} rang) Eileen Walwood (#9), Marie-Simone Pavlovich (Directrice), Aleta Jo (Jody) Lubbers (#4), Randa Duvick (#2).

(2^e rang) Greg Siewert (#7), Donna Czarnecki (#8), Rosemary Clark (#5)

Il semble que beaucoup de congressistes se soient rappelés que la dictée était un exercice plein de challenge et de fun; en effet, le jeudi 6 juillet à 8 heures du matin, 50 personnes sont arrivées à temps pour y participer. Bravo à toutes et à tous ceux qui sont venus s'amuser avec la langue française et ...bravo à tous ceux et celles qui ont promis de s'entraîner pour l'année prochaine!

Le texte avait été conçu par Marie-Simone Pavlovich, Northwestern University, et traitait des actualités en cours, soit le cinéma (le thème du congrès) et la Coupe du monde (l'évènement* de l'été). Le texte, "On se fait une toile au Mondial-2006," était beaucoup plus facile que celui de l'année dernière (dixit «msp») mais comprenait tout de même un bon nombre de défis, tels «*une œuvre coup de poing*» ou encore «*se trouver entre le zist et le zest*» ou encore le fameux «*zieuter!*» L'essentiel, c'est que

tout le monde se soit amusé à découvrir ce qu'ils savaient et ...ce qu'ils avaient oublié.

Grâce aux sponsors: le Service culturel des Consulats de France et de Suisse à Chicago, la Dictée des Amériques, l'AATF, Madame Cindy Tracy de *World of Reading*, LTD, nous avons pu remettre des prix très intéressants aux gagnants qui sont les suivants: (1) Marie-Christine Massé; (2) Randa Duvick; (3) Dinah Stillman; (4) Aleta Lubbers; (5) Rosemary Clark; (6) Dianne Sears; (7) Gregg Siewert; (8) Donna Czarnecki; et (9) Eileen Walvoord.

Si cela vous intéresse d'obtenir une copie du texte, contactez : Marie-Simone Pavlovich à [mpa347@northwestern.edu].

Et surtout amusez-vous à faire des dictées pour vos élèves et...pour vos collègues, et revenez l'année prochaine!

*2 orthographes sont acceptées pour ce mot; phonétiquement je pense que celle-ci est plus logique!

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, 2007 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 2007, 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!

NEW CD AVAILABLE TEACHING BUSINESS FRENCH: TEXTBOOKS, REFERENCE TOOLS, AND PEDAGOGICAL AIDS

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

_____ CDs x \$12.50 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

UPCOMING AATF CONVENTIONS

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

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

Support the AATF and the Promotion of French in the U.S.



The AATF exists to support teachers of French in the U.S. Our mission is to support all efforts destined to advance the French language and literatures as well as all French-speaking cultures. We encourage collaboration among teachers in the public and private sectors as well as among all levels of teaching. We strive to provide members with the tools needed to advocate for French study and promote the teaching and learning of French in their schools and communities.



In 2007, we are launching a special campaign to commemorate the 80th anniversary of the founding of the AATF with some special contributor categories:

- _____ 80th Anniversary Club (\$80)
- _____ Sponsor (\$500)
- _____ Patron (\$100)
- _____ Sustaining Member (\$50)
- _____ Other amount

In addition, the Executive Council established special contributor designations and benefits for those who pledge larger amounts:

Platinum Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$10,000. The Platinum Benefactor will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Gold Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$5000. The Gold Benefactor will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Silver Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$2500 in a given year. The Silver Benefactor will receive a framed certificate, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Bronze Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$1000 in a given year to the AATF. The Bronze Benefactor will receive a framed certificate and be placed on the Web site Honor Roll of donors.

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2006 is deductible on your 2006 income tax return.

Your generous donations, which are tax deductible, support our many activities, including

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of 13 AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 25 scholarships to France, Quebec, and Belgium
- more than \$10,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit www.frenchteachers.org

To become a sponsor or benefactor, send your contribution to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Avec nos plus sincères remerciements!

CLASSROOM ACTIVITY

LA FRANCOPHONIE ET LES ÉTATS-UNIS: TEACHING ACTIVITIES

The presence of French place names—towns, rivers, and lakes—bears witness to the passage of French explorers, fur traders, and settlers in the Midwest United States. Coming from Montreal down through the Great Lakes toward the Mississippi, explorers like Nicollet, Marquette and Jolliet, and La Salle laid claim to land for France and began to establish trading relationships with various groups of Native Americans living in what is now Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, and Missouri. Priests followed, as did soldiers and traders. Although the English took control of the greater part of this area following France's defeat in 1763, nonetheless the early presence of French people left its mark.

The following activities will introduce students to *les États-Unis et la Francophonie* in the Midwest.

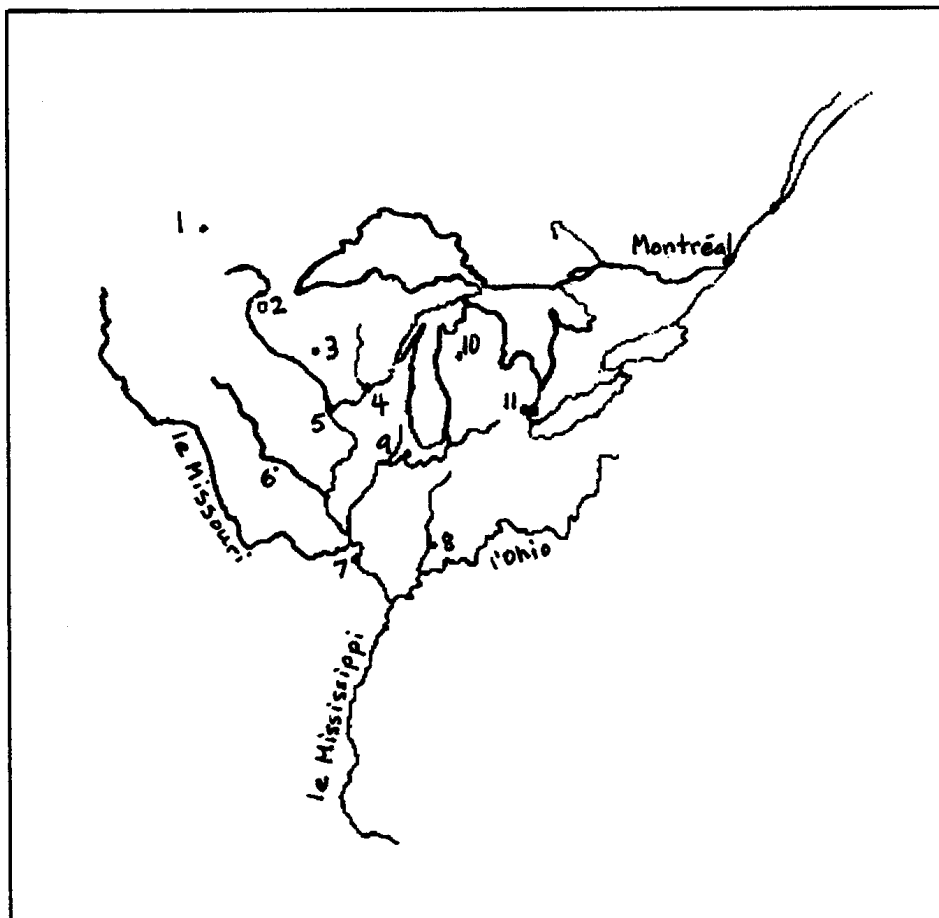
I. Quelques dates

- 1634 Jean Nicollet passe par le détroit de Mackinac (entre le lac Michigan et le lac Huron) pour aller jusqu'à la Baie Verte (Green Bay)
- 1650-60 Médard Chouart, sieur des Groseillers, et Pierre-Esprit Radisson explorent la région à l'ouest du lac Supérieur
- 1670 Le père Marquette établit une mission à St Ignace, au détroit de Mackinac
- 1679 Daniel Greysolon, sieur du Luth, voyage dans la région du Mississippi du nord (Minnesota actuel)
- 1682 René-Robert Cavelier, sieur de la Salle, descend le Mississippi et déclare que tout le territoire du bassin du Mississippi est désormais territoire français, la Louisiane
- 1701 Antoine de la Mothe Cadillac débarque au site de la future ville de Détroit
- 1705 Fondation de la ville de Ste Geneviève, dans le Missouri actuel
- 1732 Le poste de Vincennes, sur la rivière Ouabache dans l'Indiana actuel, est établi
- 1764 Le poste de St. Louis, ensuite ville, est établi par Pierre Laclède Ligest

II. Des noms de lieu français: Activités

A. Regardez la carte!

Find the following places on the accompanying small map, and match them with the right state:



- _____ Mille Lacs (lake)
- _____ Joliet
- _____ Detroit
- _____ Des Moines
- _____ Portage
- _____ Vincennes
- _____ Cadillac
- _____ Roseau
- _____ Prairie du Chien
- _____ Eau Claire
- _____ St. Louis

B. Quelle est l'origine des noms?

—Which place names indicate a natural characteristic of the place?

—Which places are named after people?

C. Regardez encore!

Find a larger map of Midwest states and identify more place names that are French in origin.

III. Les Voyageurs

A. Some background

In the 17th and 18th centuries, the French were most interested in establishing a trade empire in the territory they called *le pays du nord*, and, in the lower Great Lakes area, *le petit nord*. The principal item for

which they traded was, of course, fur: mostly beaver pelts, but also mink, otter, lynx, bear, muskrat, and so on. Indians provided the furs in exchange for manufactured goods; the furs were shipped to Europe through Montreal.

The cycle of the fur trade was basically as follows: in spring, canoes laden with goods to trade for furs left Montreal, bound for trade centers such as Michilimackinac (located at the strait between Lakes Michigan and Huron). From here, the goods were divided and smaller groups of canoes set out at mid-summer on smaller lakes and rivers, bound for Indian villages where they would exchange the trade goods for furs during the fall and winter. The following spring the canoes, laden with furs tied up in bales covered with canvas, arrived back at the trade centers. From here the furs were shipped to Montreal.

This trade continued, more or less regularly, from the mid-17th century to the mid-1800s. Perhaps the best-known part of the French fur-trade world were the boatmen—the canoe paddlers—*les voyageurs*. Even when the English and then the Americans came to dominate the fur trade, the *voyageurs* were almost all French-Canadian. Their physical strength,

colorful dress, rousing songs, and good cheer have made them a legendary group. The mid-summer gatherings of *voyageurs*, those heading back toward Montreal and those heading out into *le pays du nord* and *le petit nord*, were rowdy, joyful gatherings called *rendez-vous*.

Read more about *voyageurs* in Grace Lee Nute's book *The Voyageurs* (St. Paul: Minnesota Historical Society Press, 1987) (reprint). Also see the Web site of the White Oak Society Learning Centre at [www.whiteoak.org/learning/lrn-online.shtml].

B. *Un voyageur du Michigan et de l'Indiana*

The following series of texts and activities is based upon the account books of a fur trader/*voyageur* of the late 18th and early 18th century, Joseph Bailly. He was an independent trader, born in 1774 near Montreal, who was based for most of his career in Michilimackinac—today Mackinac Island—and who traded throughout Michigan and Indiana, into Illinois, and even into Minnesota. He settled on land just south of Lake Michigan in the new state of Indiana, in about 1822, and died there in 1835. Visitors can see his homestead today in the Indiana Dunes National Lakeshore.

Joseph Bailly kept detailed account books—in French—for his fur trade business. In them he kept records of the goods he purchased for trade with the Indians, the goods he purchased to outfit and feed the *voyageurs* who worked for him, the furs that he and his *voyageurs* received from the Indians in trade, and the wages of the *voyageurs* who were his employees. He also recorded when he lent or borrowed money.

The currency unit most frequently used by Bailly is *la livre*, the old French-Canadian currency. Its units are: 1 *livre* = 20 *sols*; 1 *sol* = 12 *deniers*. In today's terms, one *livre* is worth about \$2.85. Bailly carefully noted the price of each item—the value of each fur he purchased, the value of axes and kettles and gunpowder and fabric and moccasins.

Bailly purchased several kinds of furs from the Indians, not just beaver pelts. While the other furs were counted individually, beaver pelts were always purchased by the pound. The Indians with whom he dealt were principally Ottawa, Potawatomi, and Miami. His wives were both half-Ottawa; Bailly apparently spoke several Indian languages.

The men who worked as *voyageurs* for Bailly were nearly all French-Canadian. They were paid different wages according to the role that they played. Men who sat at the front or rear of the canoe, to direct or to steer the vessel, were paid more than the

men in the middle. Experienced men were paid more, as were men who were the leaders of a given expedition or *aventure*. Each *voyageur* was also allotted certain items according to a standard list, including a blanket, shirts, handkerchiefs (frequently worn on the head), and tobacco. Etienne Lamorendiere, who made more money than other *voyageurs*, as we can see in the account book lists, worked frequently for Bailly and led numerous *aventures* for him.

IV. Le journal de Joseph Bailly (excerpts used with permission of the Old Jail Museum—Porter County Historical Society)

Following are three brief excerpts from Bailly's account book or *journal* of around 1800. The three groups of items are (1) furs purchased, (2) goods traded to the Indians or carried to feed and clothe his *voyageur* employees, and (3) a list of his employees on one particular expedition and some of the supplies he was required to furnish for them.

For each account book excerpt, there are pre-reading exercises, the text itself, vocabulary, and activities that help the students to understand the world of Joseph Bailly and the fur trade.

In the texts: £ = livres (currency); lb = pounds (weight). Bailly gives first the number of items, then the name of the item, then the price per unit, then the total price.

A. *Les pelleteries (peltries, furs) achetées par Bailly*

1. Pre-reading:

—What kinds of furs might Bailly have purchased?

—Would one kind of fur be worth more money than another?

—Which would be more valuable?

2. Le texte du Journal de Bailly:

Pelleteries 1800 Grand Riviere

531	peaux de chevreuille	£5 = £2655
61	louttres	£24 = £1464
24	ourssons	£9 = £146
31	ours	£24 = £744
67	peccants	£5 = £335
11	renards	£6 = £66
40	foutras	£2 = £80
245	martres	£3 = £435
222	chats	£2 = £444
1934	rats	£5 = £1934
1	pichou	£5 = £5
172	lb de castor	£10 = £1720
TOTAL		£ 10328

3. Vocabulaire

Quels mots savez-vous déjà?

Quels mots pensez-vous savoir?

Quels mots ne savez-vous pas?

4. Des comparaisons

—Quelles pelleteries sont les plus nombreuses?

Combien est-ce que Bailly en achète?

—Quelles pelleteries sont les

moins nombreuses?

Combien est-ce que Bailly en achète?

—Quelles pelleteries sont les plus chères?

Quel est leur prix?

—Quelles pelleteries sont les moins chères?

Quel est leur prix?

5. La multiplication

Students might do an activity to practice numbers and/or to practice conditional sentences:

—Si Bailly achetait 550 peaux de chevreuilles à 5 livres chacune, combien de livres est-ce qu'il payerait?

—Si Bailly achetait 70 louttres à 24 livres chacun, combien de livres est-ce qu'il payerait?

B. Les marchandises vendues par Bailly

1. Pre-reading:

—What kinds of goods would the Native Americans need or want to buy from the *voyageurs* in exchange for their furs?

—Are there goods that would be difficult to carry in canoes from Montreal out into the forests and prairies?

—What kind of sugar would Bailly purchase in the north woods, which he could then send downriver to Montreal? (maple sugar)

2. Le texte du Journal de Bailly:

(Bailly does give the prices, but the system is complicated so they have been omitted here)

Grand Riviere, le 6 juin 1800

435 lb de sucre
1 baril de gresse
6 ¼ lb de poudre
4 lb de balles
¾ douzaine couteau boucheron
1 chemise flanel fleurie
1 piece d'indienne de trette
4 couteau a ressort
3 lb ½ de tabac
2 mouchoirs de soie
2 ditto Rouge
1 (rouleau) de ruban de couleur
1 paire de Cyzeau
1 peigne d'hyvoire
1 miroir Doré
36 petits Grelots

3. Vocabulaire (attention à l'orthographe!)

gresse = graisse (*animal fat*)

poudre = (*gunpowder*)

balles = (*musketballs*)

couteau boucheron = (*butcher knife*)

indienne de trette = (*lower-quality*)

calico cloth)
 coutteau a ressort = (spring-loaded knife)
 cyzeau = ciseaux (scissors)
 hyvoire = ivoire (ivory)
 doré = gilded (painted with gold paint)
 grelots = (small bells)

4. Classez les objets:

— tissu:
 — vêtements:
 — outils:
 — décoration:
 — autre:
 Quels objets sont peut-être pour les hommes de Bailly?
 Quels objets sont probablement pour les indiens?
 Quels objets sont peut-être pour les deux groupes?

C. Les hommes de Bailly

1. Pre-reading:

You can recognize the word "salaire": what is its modern French spelling? What is the English word for "gages"? (wages)

2. Le texte du Journal de Bailly:

Michilimackinac Le 2 juin 1800

Les Gages et Salaire

Louis Galliard	£ 600
Jn Bte Durocher	£ 600
Augustin Sarazin	£ 500
Jn Belerd	£ 600
Thomas Wod	£ 550
Bartelmé Clairmon	£ 600
Etienne Lamorendiere	£ 1200
Jarmin Pothier	£ 600
Pierre Prejan	£ 600
	£ 5850

Pour Equipement Des hommes

11 Couvert	£ 18	£ 198
18 chemises de Cotton	£ 13	£ 234
48 lb de tabac	£ 4	£ 192
19 lb de savon	£ 4	£ 76
18 mouchoir bleu	£ 6	£ 108
1 capeau bleu		£ 45

3. Vocabulaire

Jn Bte = Jean-Baptiste
 couvert = blanket
 capeau = coat

4. Des comparaisons

—Quel homme est le mieux payé?
 Pourquoi, selon vous?
 —Quel homme est le moins bien payé? Pourquoi, selon vous?

5. Je me demande...

Regardez les "équipements" que Bailly a achetés pour ses hommes. Et vous? De quoi est-ce que vous allez avoir besoin, si vous devenez voyageur? Terminez la phrase suivante:
 "Si je deviens voyageur, moi, je vais avoir besoin de..." (savon? sham-

pooing? une tente? un
 imperméable? mon iPod? ma
 guitare? ...)

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SOME SUGGESTED ANSWERS FOR THE CLASSROOM ACTIVITY

II. A.

Mille Lacs	2 Minnesota
Joliet	9 Illinois
Detroit	11 Michigan
Des Moines	6 Iowa
Portage	4 Wisconsin
Vincennes	8 Indiana
Cadillac	10 Michigan
Roseau	1 Minnesota
Prairie du Chien	5 Wisconsin
Eau Claire	3 Wisconsin
St. Louis	7 Missouri

B.

Portage (portage between the Fox and Wisconsin Rivers, allowing access to the Mississippi), Detroit, Roseau, Mille Lacs, Eau Claire
 Joliet, Vincennes (post founded by François Marie Bissot, sieur de Vincennes), Cadillac, Des Moines (river and then town named after the Moingona Indians who lived in the region), Prairie du Chien (named for an Indian chief whose name, translated into French, was "Chien.")

IV. 3.

Quels mots savez-vous déjà?

ours = bear
 oursson = bear cub
 renard = fox
 castor = beaver

Quels mots pensez-vous savoir?

chats = raccoons (chats sauvages) (not house cats)
 rats = muskrats (rats musqués)

Quels mot ne savez-vous pas?

chevreuille = deer
 loutres = otter
 peccants = fisher (like a wolverine)
 foutras = mink
 martres = marten
 pichou = lynx

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 [bobbp@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

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.rogers.k12.ar.us/users/bgilmer/arkfrench.html]
- California Needs French [www.usfca.edu/artscience/californianneedsfrench/]
- Illinois Needs French [http://www2.hfhighschool.org/~wstglic/aatfadvocacy0]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf_advocacy_fact_pack_for_main.html]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [blogs.davidson.edu/mtblog/NC-AATF/advocacy.html]
- Advocacy Fact Pack for Ohio [ms.loganhocking.k12.oh.us/~ma-dame/ohiofrench.htm]
- 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/winfrench/index.htm]

**CELEBRATE NATIONAL
 FRENCH WEEK
 NOVEMBER 5-11,
 2007-2008**



AATF NATIONAL FLES* COMMISSION 2007 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

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

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

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

REQUIREMENTS:

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

French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **February 24, 2007**. See the AATF Web site [www.frenchteachers.org] or the

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

7. Each Chapter President should send the posters postmarked by March 9, 2007 to Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129. Please mail the posters flat, first class, and protected by cardboard.

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

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

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

Please type or print all requested information:

Student's Name: _____

Student's Address: _____

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

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Address: _____

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

SIGNATURES (All are required)

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

Student _____

Date _____

Parent/Guardian _____

Date _____

Sponsoring Teacher _____

Date _____

AATF Chapter President _____

Date _____

PLEASE ATTACH THIS FORM TO THE POSTER.

TEEN MAGAZINES: A TEACHING TOOL FOR MIDDLE AND HIGH SCHOOL FRENCH

As French teachers, we often feel prisoners of our school curriculum and the materials that need to be covered by the end of the school year. Unfortunately, when we are caught in our teaching routine with a list of grammatical points to cover before the date of the exam, it becomes easy to forget that languages are a tool that is used in our every day lives to communicate with one another. Indeed, we use language to speak to people, to read the newspaper, to watch television, to understand directions on a map, to mention only a few examples; therefore, a language is not only a school subject. In the long term, and depending on their individual choices of career or life style, our students will need to be able to do these things in their foreign languages. Although it can be difficult for middle school and high school students to envision their future, it is our responsibility as teachers to help them meet their immediate goal of passing their final exams by also encouraging them to use their language in real life situations. By doing so, we, teachers, enable them to develop the linguistic skills they will need in and outside of class. In order to help students acquire such skills, teachers may need to become creative to catch their students' attention and explore other resources than their French textbooks.

USING AUTHENTIC MATERIALS IN THE FRENCH LANGUAGE CLASSROOM

Using authentic materials, such as artifacts, handicrafts, cookbooks, the Internet, advertisements, or videos, has become a popular way for French teachers to introduce new topics in their classes. Such materials can help teachers catch their students' attention, but also reinforce the students' cultural and linguistic learning. By handling French artifacts, looking at cookbooks, or working on research projects using French resources, our students will be more likely to understand on their own certain cultural and linguistics aspects. For instance, while working with a cookbook, they will realize that people use the metric system in France.

Even though many types of authentic materials are available to language teachers in a world where the Internet has shrunk distances and made all kinds of materials widely available, the media has also increased in popularity among French language teachers. Videos, such as movies, news broadcasts, documentaries, or reports, have been widely used in language classes. Indeed, such materials as television commercials have become pedagogical tools in the French classroom (Lawrence, 1987). They can be used to develop the students' language skills and

raise their cultural awareness. Indeed, using videos affects intermediate French students' cultural learning (Herron, Dubreuil, Corrie and Cole, 2002). We can also see how much the media has gained in popularity in the field of teaching and learning a language, when we consider that TV5, which is a Francophone television channel broadcasted worldwide, created a video-based language-learning program (Boiron, 2002). In addition to providing exposure to French culture, the television and videos have the advantage of providing live pictures of people from the target culture, so that students can appreciate on their own the way people live and act in the country, although it is also important to make the difference between real life and acting. The media also has the opportunity of raising the students' level of enthusiasm: students become excited about watching a video or working with newspapers in class and as a result tend to be more involved in class discussions and other activities.

DEVELOPING A PROJECT USING A TEEN MAGAZINE

All teachers know how difficult it can be to motivate their middle school and high school students to learn and appreciate the French language at a time of their lives when they do not necessarily enjoy their learning experience and do not clearly understand the benefits of understanding and speaking a different language.

The following project was developed for teenagers and young adults, who are advanced learners of French. However, it could be modified to suit other levels. The project objectives are both linguistic and cultural. Students will learn about the French media. They will use their existing knowledge of French to collect research materials in the target language. They will also acquire new knowledge in their topic of interest (e.g. vocabulary), so they can present their findings in writing and speaking by participating in class discussions.

In other words, students will have many opportunities to use the skills they have acquired in French class and other classes and to develop new skills. Teachers should allow a period of approximately eight weeks for the project to be fully completed.

INTRODUCING THE TOPIC

Objective: Warm-up activity on the media and current events

In class, the teacher introduces the topic of media and current event by generating a class or group discussion with a list of questions such as:

What types of media do you like? Why?
What is a current event?

Can you give examples of current events?
If you wanted to know about a specific current event, where would you go find the information you needed?

After having answered such questions, the teacher and the students choose a current event that they will study together. To make sure that the students' linguistic level and their choice of topic match, the teacher may provide them with a list of topics from which to choose. For homework, students then write a paragraph about what they know about the topic.

PRESENTING THE MEDIA

Objective: Becoming familiar with the French media and learning to find reliable research resources on-line in French.

Students may share their paragraphs regarding the chosen topic with one another or with the class. Then, the teacher shows the students how the current event was seen by various types of media. The teacher may ask the students to read a short article about the topic and take advantage of this opportunity to introduce the names of important French newspapers and magazines (e.g. *Le Monde*, *Le Figaro*, *Le Nouvel Observateur*, etc.; most newspapers and magazines are now available on-line) and provide the students with the technical words they will need to enable them to discuss newspaper articles, such as *gros titre*, *colonne*, or *à la une*. Then, the teacher may show them a news report on the topic; once again, the teacher may take advantage of this opportunity to introduce French television channels (e.g. TF1, France 2, France 3, Canal+, La Cinq/Arte, M6, TV5; also available on-line). If watching a news report is not an option in your classroom, this can be done as a homework assignment. For homework, students write a summary of the TV report.

PRESENTING THE MAGAZINES

Objective: Becoming familiar with a magazine article, practicing reading skills with an unfamiliar topic.

Teen and preteen magazines are originally designed for French speaking teenagers, but can be appropriate for second language learners. For children aged 10 to 15, *Okapi* and *Je Bouquine* are two examples of famous preteen magazines. While the first covers a variety of topics, the second one focuses more on reading and literature activities. *Phosphore*, *Les Dossiers de l'Actualité*, and *Muze* are French magazines for teenagers and young adults with different focus. As the first two magazines focus on current events and education, the latter emphasizes on celebrities (writers, actors, and designers), the media

and fashion. Unlike other magazines and newspapers such as *Le Monde* or *Le Figaro* for example, which are often linguistically out of reach for nonnative speakers, these magazines are appropriate for second language learners, as the language used in the articles is not too sophisticated, and the magazines tend to cover a variety of topics dealing with today's life, current events, and other age-appropriate topics. At this time, teachers may choose an article about the topic the students decided to study and analyze it in class providing guiding questions.

CHOOSING A PROJECT TOPIC AND FINDING MATERIALS

Objective: Forming teams, choosing a topic of interest, and looking for materials in the target language.

Now that the students have become familiar with the magazines, the teacher may provide them with a list of topics and research ideas, from which to choose. For this type of project, pair work is ideal since an individual student may become overloaded with the amount of work and groups of three or more are often more difficult to manage. Once they have chosen a topic, the teacher may organize a library session to enable the students to find the articles they are looking for. For homework, allow the students two weeks to find on their own two other sources on their topic in the target language.

UNDERSTANDING AND PRESENTING THE MATERIALS IN WRITING

Objective: Reading and writing activities.

Once the students have found the three sources needed for their research project, they will work on extracting the main ideas from the articles. The teacher should make sure to check the students' work regularly, so that they remain focused on the task. Students will turn in a detailed outline of their future presentation to their teacher using the main ideas from the articles.

PREPARING A VISUAL AND DISCUSSION QUESTIONS

Objective: Creating a visual to help the presenters during their presentation and also to help the audience understand the presentation, and preparing discussion questions.

Students are ready to prepare a visual (power point presentation or poster board) about their topic. Full sentences are not allowed in their visual (as students will tend to read word for word what they have written during their presentation) and pictures are encouraged to aid them present their topic. After their presentation, the students will lead a discussion concerning the topic of their choice. In order to lead such discussions, they need to prepare three questions

that they would like to ask their classmates.

CHOOSING AN EXCERPT AND FORMULATING COMPREHENSION QUESTIONS

Objective: Checking the presenters' comprehension of their topic, allowing the audience to have read an excerpt on the topic prior the presentation to enable them to engage better in the discussion that will follow.

The presenters are responsible for choosing a short excerpt from the articles they have read and write five comprehension questions for their classmates. They will distribute the handouts to the class a few days before their presentation.

PRESENTING AND DISCUSSING

Objective: Sharing their findings with their classmates.

Finally, the students will present their topic with their visual aid, and lead a short discussion involving all students in the class in small groups or as the whole class.

At the end of the project, the teacher can assess his or her students' work in various ways. It is highly recommended to assess their work regularly and not only at the end. Students could be graded on their written paper, the quality of their visual aid, their presentation, and their overall progress for instance. Teachers need to make sure that various aspects of the students' work are assessed since students took on various responsibilities throughout the process of the project.

CONCLUSION: CULTURE LEARNING

In summary, there are many ways to incorporate culture into the foreign language curriculum, especially today with the wide use of the Internet. Teachers may have access to a range of authentic materials from which to choose: newspapers, videos, magazines, cookbooks, etc. However, having access to cultural materials is not sufficient in itself to encourage linguistic and cultural learning. Depending on the objectives of a foreign language class, authentic materials can be used in numerous ways. In order to help our students take advantage of the opportunity of using cultural materials, it is better to define clear goals and objectives that will be met by the end of a cultural activity. Preteen and teen magazines are level- and age-appropriate language learning tools for advanced learners of French in middle and high school. Indeed, they offer many advantages for French learners and teachers. First, they cover global and Francophone current events as well as topics, which are interesting to young adults and teenagers. Such topics can be used in the classroom as the focus of discussions and other activities in French class. Second, they are attractive: these magazines count many photographs

to illustrate their articles and a variety of types of articles varying in size and difficulty from which learners can choose. Third, unlike other magazines whose target is adults, the articles are originally written for a teen audience. In other words, although the topics covered may be advanced in content, the writing is easily accessible to advanced learners of French. Last, language learners enjoy using authentic materials since it enables them to use the language in a non traditional way.

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- Okapi*. Bayard Jeunesse.
- Phosphore*. Bayard Jeunesse.
- Les Dossiers de l'Actualit  *. Bayard Jeunesse.
- Muze*. Bayard Jeunesse.

AATF PLACEMENT BUREAU

The AATF 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. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].

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 [abrate@siu.edu].

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

SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. For a short time, limited quantities of the flyer will be offered to AATF members free of charge.

Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

\$.39 postage required for 4 copies of the flyer

\$.63 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.10 per copy or in any quantities to nonmembers at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF PROMOTIONAL KIT

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

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video or CD (Please indicate your choice; select only one.)
 - _____ *Le Français m'ouvre le monde* _____ *Architectural Walking Tour of Paris (CD)*
 - _____ *Forward with French* _____ *Teaching Business French (CD)*
 - _____ *Forward with FLES**
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots*
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 25 *Le Français en Amérique du Nord* notepads _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 *Forward with French* pens

Total (\$50 per kit): _____

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

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

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

2007 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 Baton Rouge in July.

Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005 and Davara Potel (OH) in 2006.

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 nonprofit 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 **February 1, 2007**, and arrive by February 8,

2007. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

The recipient will be notified by April 1, 2007. The award will be presented during the AATF Convention in Baton Rouge, July 12-15, 2007. Questions about this award should be directed to Brenda Benzin [bbenzin@aol.com]. For more information in ISE visit [www.isemn.net].

MEMBERS' NOTES

AATF Executive Director Jayne Abrate has been named as the 2006 recipient of the ACTFL Nelson Brooks Award for the Teaching of Culture. The award will be presented at the ACTFL Convention in Nashville on November 16, 2006. Other AATF members who have been recipients of this award include President-Elect Marie-Christine Koop, Region I Representative Myrna Delson-Karan, and Region II Representative Myrna Delson-Karan as well as, Isabelle Kaplan, Wendy Allen, Toni Theisen, Michael Oates, and Robert Lafayette.

Dr. Abrate was also re-elected to a second term as President of the Joint National Committee for Languages/International Council for Languages and International Studies, a language policy association of which the AATF is a founding member.

C'est à la Résidence du Consul Général de France, à Cambridge, que Rebecca et Jean-Paul Valette ont tous deux été promus dans l'ordre des Palmes Académiques. Rebecca Valette a été promue au rang de Commandeur dans l'Ordre des des Palmes Académiques, le plus élevé de l'ordre. Mme Valette a été Présidente de l'AATF de 1992 à 1994. Elle est actuellement Vice-Présidente de la Fédération des Alliances Françaises des États-Unis et Présidente de l'Alliance Française de Boston.

Jean-Paul Valette a quant à lui été promu au rang d'Officier dans l'Ordre des Palmes Académiques. Diplômé d'HEC et économiste de formation, il a mis ces qualités au service du développement de ressources pédagogiques innovantes. Jean-Paul Valette est également un spécialiste reconnu des Indiens Navajo, auxquels il a consacré plusieurs livres.

AATF Tête-à-Tête



- **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!*)



Suzanne Hendrickson
sue.hendrickson@asu.edu

JoEllen Sandburg
j_sandburg@msn.com



**Teacher-to-teacher
Mentoring
Program**

STAGE DE PERFECTIONNEMENT EN ENSEIGNEMENT DU FLE À L'UNIVERSITÉ LAVAL À QUÉBEC

Cet été j'ai eu le plaisir de participer au stage de «Perfectionnement en Enseignement du FLE» à Québec comme boursière de l'AATF. Le stage a duré trois semaines, du 1^{er} au 22 juillet. L'Université Laval est la première université francophone d'Amérique du Nord. Le campus de l'Université se trouve un peu éloigné du centre de la ville de Québec sur des lignes d'autobus.

Le stage comprenait un cours de didactique où on touchait les sujets tels la communication orale, l'enseignement de la grammaire, les stratégies d'apprentissage, et l'évaluation. Il y avait aussi des conférences données par des professeurs de l'Université sur la littérature pour enfants, la chanson québécoise, la phonétique, les contes et les légendes du Québec, la fonctionnement du système politique québécoise, les origines de la langue française au Québec, la littérature québécoise et le cinéma québécois. Il y avait aussi plusieurs sessions pour nous familiariser avec les services divers de la bibliothèque.

Normalement, on était en classe (ou dans une conférence) tous les jours de 8h30 jusqu'à 17h00, avec une heure et demie pour déjeuner. Comme travail il fallait écrire trois résumés de conférences (au choix) et un travail sur une étude scientifique d'un journal pédagogique. On a fait deux observations des cours de FLE, un cours de communication orale et un cours de grammaire. En plus, on a passé trois examens sur les informations discutées en cours de didactique.

Il y avait quelques excursions facultatives. Un samedi, on est allé sur la côte de Beaupré, à l'île d'Orléans, et aux chutes Montmorency. On est allé à l'Observatoire de la Capitale dans le vieux Québec. On a passé tout un samedi à Montréal où l'on a vu le Stade olympique, le vieux Montréal, plusieurs quartiers ethniques et le Mont Royal. Les visites au Musée de la Civilisation et au Musée des Beaux Arts à Québec faisaient partie du stage. En plus, pendant notre séjour, le festival de Québec a eu lieu. Compris dans le stage était le macaron qui donnait libre entrée aux spectacles pendant les dix jours. Il y avait toute sorte de musique et beaucoup de grandes vedettes québécoises en scène.

Je suis contente d'avoir fait ce stage. Peut-être que je ne suis pas sortie avec beaucoup de nouvelles idées pour enseigner, ce n'était pas le but du stage, mais j'ai appris quelque chose sur l'enseignement et ce que je fais dans la salle de classe. J'ai fait la connaissance des professeurs de français d'Europe, d'Amérique du Sud, d'Amérique latine, du

Canada, et bien sûr, des États-Unis. Le seul inconvénient est qu'on n'a pas eu beaucoup de temps pour vraiment connaître la région ni pour rencontrer les Québécois. On était logé en résidence.

Une raison que je voulais faire un stage à Québec était parce que je ne connaissais rien de la ville ni de la province. C'était ma première visite au Canada! Je pense avoir une nouvelle appréciation pour le Canada comme pays francophone. Beaucoup de gens m'ont demandé de comparer ce stage aux stages que j'ai fait en France. Je leur ai dit que ce n'est ni mieux ni pire, c'est différent. Je suis contente d'avoir eu cette occasion de connaître une autre partie du monde francophone. J'en suis très reconnaissante à l'AATF, et je vous encourage de vous renseigner sur les bourses pour l'année prochaine.

Kristine Sieren
[ksieren@hotmail.com]

ÊTES-VOUS UN PROF ACCOMPLI?

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

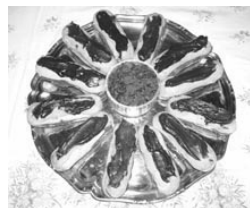
Deanna Scheffer

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



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

MLA PRIZES TO BE AWARDED IN 2007 AND 2008

The MLA announces its 2007 and 2008 book prize competitions. No book may be entered in more than one MLA prize competition. Only books published in 2006 may compete for the annual prizes and for the Lois Roth Award for a Translation of a Literary Work. For biennial prizes, books published in the two preceding years are eligible. Books that are entered in the Kenneth W. Milder Prize competition but have strong application to the teaching of English may be considered for the Mina P. Shaughnessy Prize instead (and vice versa). All awards are presented at the MLA's annual convention in December 2007. Each prize consists of a cash award and a certificate.

Send copies of each work with the prize name on the mailing label and a letter confirming eligibility to: MLA Prizes, 26 Broadway, 3rd floor, New York, NY 10004-1789. For applications, questions and other information, please call (646) 576-5141 or write [awards@mla.org].

Authors who are not currently members may become eligible to compete for prizes by joining the MLA for 2007. Dates of prizes refer to the year(s) of publication of eligible books. The number of copies required, the deadline for submissions, and the membership requirements appear in square brackets after the title of each prize.

Books in any field of English or another Modern Language or Literature

2006 James Russell Lowell Prize [6; due March 1 2007; membership required].

2006 MLA Prize for a First Book [6; due April 1 2007; membership required].

2006 MLA Prize for Independent Scholars [6; due May 1 2007].

Translations of Literary Works and Works of Literary Criticism, History, Theory and Philology

2006 Lois Roth Award for a Translation of a Literary Work [6; due April 2007]

2005-06 Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study or Literature [4; due May 1 2007]

Scholarly Editing

2005-06 MLA Prize for a Distinguished Scholarly Edition [4; due May 1 2007]

2005-06 Morton N. Cohen Award for a Distinguished Edition of Letters [4; due May 1 2007]

Comparative Literature and European Languages and Literatures

2006 Aldo and Jeanne Scaglione for Comparative Literary Studies [4; due May 1 2007; membership required]

2006 Aldo and Jeanne Scaglione Prize

for French and Francophone Studies [4; due May 1 2007; membership required]

Research on the Teaching of English or Languages other than English

2006 Kenneth W. Milder Prize [7; Languages other than English; due May 1 2007]

Biennial Prizes to be Awarded in 2008

2007 Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work [4; due April 1 2008]

2006-07 MLA Prize for a Distinguished Bibliography [4; due May 1 2008]

2007 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms, composed of members who have been awarded the Academic Palms by the French Ministry of Education, will award three student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2007. To qualify, the student must be a junior or senior enrolled in a high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Each scholarship of \$2000 may be used to cover travel and program costs in a French program that the recipient selects. The application must be endorsed by a member of ASFAP and be **received by December 8, 2006**. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Dr. Margot Steinhart at [m.steinhart@sbcglobal.net].

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!

NEH SEMINAR IN AVIGNON

Dr. Mary Ann Frese Witt of North Carolina State University will direct a seminar on modern French theater, to be conducted in French, for U.S. teachers, from July 2-26, 2007. The seminar will consist of intensive reading and study of major twentieth-century plays by Sartre, Genet, Ionesco, and Beckett. In addition, seminar participants will have the opportunity to attend and discuss plays produced at the annual Avignon theater festival. Applications are due **March 1, 2007**. Successful applicants will receive a \$3000 stipend. For more information and application materials, e-mail [neh.mcnamara@triad.rr.com].

CALL FOR PAPERS

Bridging Contexts, Making Connections: Fifth International Conference on Language Teacher Education, May 31-June 2, 2007, Minneapolis, MN

The Fifth International Conference on Language Teacher Education welcomes proposals for papers and symposia on all aspects of the education and professional development of language teachers. Papers and symposia may report on data-based research, theoretical and conceptual analyses, or best practices in language teacher education.

The mission of the conference is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the many national and international contexts in which this takes place, including: English as a Second or Foreign Language (ESL/EFL) instruction; foreign/modern/world language teaching; bilingual education; immersion education; indigenous and minority language education; and the teaching of less commonly taught languages. The conference aims to bring together teacher educators from these many contexts to discuss and share research, theory, and best practices and to initiate and sustain meaningful professional dialogue across languages, levels, and settings. The conference will focus on the following four broad themes:

- * The Knowledge Base of Language Teacher Education;
- * Social, Cultural, and Political Contexts of Language Teacher Education;
- * Collaborations in Language Teacher Education;
- * Processes of Language Teacher Education

The deadline for submission of proposals for papers and symposia is **December 1, 2006**. More information and on-line submission instructions can be found at [www.carla.umn.edu/conferences/LTE2007/call.html]. E-mail questions to the planning committee at [lteconf@umn.edu].

AATF Promotional Videos

Open Your World with French/Le français m'ouvre le monde

Quantity

10-min. video to encourage American students to study French. The video is fast-paced and entertaining, highlighting the areas of the world where French is spoken and the connections between French and English. It can be used to recruit students of all ages as well as to show parents, administrators, counselors. The video is completely bilingual with subtitles in French and English, depending on which language is being spoken.

☐

Forward With French

10-min. video of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, businessman, and soldier. It demonstrates how studying French can be useful in the job market and is ideal for secondary and post-secondary students. French is still the language to learn.

☐

Forward with FLES*

11-min. video offers interviews from different walks of educational life: superintendent, mayor, headmistress, PTA president and member, parents, state foreign language specialists, National FLES* Institute director, principals, foreign language chairs and coordinators, AATF Regional Representatives, French teachers, Spanish teachers, students..., all promoting the study of French in the elementary grades.

☐

Each video is \$15 (members) / \$18 (nonmembers). Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to aatf@frenchteachers.org

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

el: _____ (H/W)_ E-mail: _____

Prices valid through 5/31/07.

ATTENTION ALL AATF MEMBERS!

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 and faculty 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 don't know whether 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 (\$45 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

AATF ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2006**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2007) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

SERVICE LEARNING: REMINDER

Send your descriptions of successful Service Learning projects to Jacki Thomas [j-thomas@tamuk.edu] for possible inclusion in an AATF-sponsored monograph.

Jacqueline Thomas
Texas A&M University at
Kingsville
[j-thomas@tamuk.edu]

AATF NATIONAL FLES* COMMISSION

The National FLES* Commission supports the teaching of French in the primary grades and provides resources, materials, and methodology for teaching young children. I was delighted to meet so many members at the convention in Milwaukee who are providing excellent and exciting research, pedagogy, and creative ideas and techniques for the teaching of French in primary grades and preschool. The Commission will publish its report, *New Trends In FLES*, and will include articles and research on teaching language to the special needs student. This will include students who have learning disabilities as well as the gifted child. We would be delighted if you would submit your work to the Commission for publication in the next Report. We are also compiling a list of realia, videos, book reviews, and music for teachers which also will be published. We have had so many requests from teachers and please share with us what has been successful for your classes.

All articles are due no later than **February 1, 2007** and should be camera ready. The article should be printed in the following: a 15-point Times Roman font for the author's name and school and state at the head of the article and a 12-point font for the text of the article which should be double-spaced. All quotes should be single-spaced. Please let me know if you have any questions and we would be pleased if you would join the Commission. We have had so many requests for research and materials and creative ideas to provide exciting programs for the young and to help continue to maintain and encourage the teaching of French in preschool and primary grades.

Many thanks to the members of the Commission who have already submitted wonderful and innovative articles for the Report of the FLES* Commission. *Merci mille fois.*

Harriet Saxon, Chair
[hdparis20@aol.com]
Tel: (201)935-0468
Fax: (201) 896-9415

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]

All the latest information on:

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

LANGUAGE TEACHING

Now entering its 40th year, *Language Teaching* (CUP) is a quarterly, professional, peer-reviewed journal which is dedicated to providing a number of resources to its international readership of researchers and practitioners in L2 education at all levels of instruction. Each regular issue of the journal contains commissioned state-of-the-art reviews and surveys about various aspects of L2 learning, acquisition and teaching as well as comparative book reviews thematically linked to these reviews.

A further section of the journal publishes academic studies which use a replication approach. We invite submissions of previously unpublished articles based on literal, approximate or constructive replication of a previous study or studies. In keeping with the survey characteristics of *Language Teaching*. We also encourage submissions of meta-analyses which attempt to combine or synthesize a series of comparable research replications. Papers can be based on a broad range of topics.

More information can be obtained from the editor: [gporte@gmail.com].

What's New in the French Review?

Vol. 80, No. 2 (December 2006)

Articles include the titles below and more:

- "Enjeux et défis de l'enseignement du français langue étrangère en France et aux Etats-Unis" (Magnan)
- "L'Anglicisme ou le mea culpa des Québécois: éclairage historique" (Saint-Yves)
- "Etude des cartes postales des Antilles françaises et de la Guyane des années 1900-1920" (Massé)
- "Quebec Women in the Public Sphere: Historical and Fictional Views" (Rogers)
- "Language and Ideology in the Maghreb: Francophone and Other Languages" (Alalou)
- "La France face à la mondialisation" (Gueldry)

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

VISIT THE JNCL WEB SITE

www.languagepolicy.org

PROMOTIONAL MATERIALS FOR THE CLASSROOM



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

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 (members)/\$18 (nonmembers)

Promotional Video: Forward With French

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 (members)/\$18 (nonmembers). **Forward with French** bumper stickers also available: 50 cents each or 10 for \$4 (members)/10 for \$6 (nonmembers)

Promotional Video: Forward with FLES*

11-min. video encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers)

Tee-Shirt: Le français m'ouvre le monde

The front side 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*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

Calendrier perpétuel

Newly revised and expanded 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)/\$20 (nonmembers)

Parlez-vous...Poster Series

Series of 6 color posters (11x17") promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 for set of 6 + guide (members)/\$25 (nonmembers)

Reflets Video

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 (nonmembers)

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 (members)/\$50 (nonmembers)

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to aatf@frenchteachers.org



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.

*Prices valid until 5/31/2007

<u>Quantity</u>		<u>Size</u>	<u>Cost</u>
_____	FMLM Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
_____	Bumper Stickers 2@\$1/10@\$4	(add an additional \$1 for XXL)	_____
 Videos			
_____	Open Your World (\$15/\$18)	_____	Forward with French (\$15/\$18)
_____	Forward with FLES* (\$15/\$18)	_____	Reflets (\$40/\$45)
 Publications			
_____	Calendrier perpétuel (\$15/\$20)	_____	Cuisiner et apprendre le français (\$25/\$50)
_____	Parlez-vous posters (\$15/\$25)		

TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (Home/Work) E-mail: _____

TÊTE-À-TÊTE UPDATE

At the *Tête-à-Tête* session "French Bérêts to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues Working Together throughout the Francophone World" in Milwaukee, participants shared information concerning French programs in their areas and discussed actions to strengthen them and give support to teachers. The *Tête-à-Tête* teacher-to-teacher mentoring initiative, sponsored by the Commission on Articulation, is an effort to improve communication among teachers and enable collegial sharing in order to support and learn from each other. There has been much interest in the project to date, and many individuals, as well as chapters, are actively involved in mentoring and collegial sharing. Thirty-two chapters have designated Mentoring Coordinators, and in many chapters these mentors have presented workshops at state language conferences on the subject of mentoring, as well as provide support for the teachers in the chapter who are serving as mentors, have mentors, or participate in colleague to colleague sharing.

In order to clarify the roles each of these individuals play, guidelines for Chapter Mentor Coordinators and Mentors have been established. The chapter coordinator's role is primarily to (1) inform the chapter about the initiative through presentations at local meetings, the chapter website and/or newsletter, etc.; (2) be a mentor and/or help identify individuals within the chapter who want to serve as mentors, have a mentor, or participate in collegial sharing; (3) publicize the initiative by distributing photocopies of the *Tête-à-Tête* flyer (we can send you an electronic copy) at state, local, and regional conferences, chapter meetings, schools, etc.; (4) serve as a liaison between the chapter and the national coordinators. The role of a mentor is to (1) create a *Tête-à-Tête* partnership to discuss ideas and enable the partners to support and learn from each other; (2) offer assistance and collaboration; (3) share areas of expertise and correspond via email, telephone or face to face. Mentor/Mentee relationships can be intensive or more casual and sporadic, depending upon needs which may arise during teaching experiences.

Jo Ellen Sandburg and I are the National Coordinators of this initiative. We are in the process of creating a database to pair participants according to geographical location, areas of expertise, and special interest, and we would like to update the information we have. If you have volunteered and are currently working with someone, we would like to hear from you about your experiences. If you have contacted some-

one about participating in the program, but have not been paired with anyone yet, we would like to know that as well, so that we can have accurate information. If you want to become involved in the initiative, please contact your chapter coordinator and Jo Ellen [J_Sandburg@msn.com] or me [sue.hendrickson@asu.edu]. We would especially like to invite all retired, experienced teachers who feel they have time to share their experience and expertise with a teacher who needs support, to join the program. If your chapter has not already designated a Mentoring Coordinator, please do so and send the name and contact information to your Regional Representative, who will forward it to us. Through working together and supporting each other, we can strengthen our programs and advance our mission of teaching French and Francophone culture.

Suzanne Hendrickson
Chair, Commission on Articulation
[sue.hendrickson@asu.edu]

THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ENTITLED "LA BELGIQUE, LE LUXEMBOURG ET LA SUISSE"

This special issue will be open to articles on all aspects of the literature, culture, pedagogy, and linguistics of Belgium, Luxembourg, and French-speaking Switzerland. This volume, to be published in May 2008, will be in honor of our annual meeting in Liège in July 2008. 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 is **August 1, 2007**. Send submissions to Christopher Pinet, Editor in Chief, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 5-11, 2007-2008



CHAPTER CHECKLIST (Is your chapter up to date?)

- ☐ Encourage nominees for the AATF/Concordia Language Villages/Embassy of France Outstanding Administrator Award (application deadline **December 1, 2006**; for information, see [www.frenchteachers.org] and page 35).
- ☐ Nominate teachers for the AATF -Dorothy S. Ludwig Excellence in Teaching Awards by **February 1, 2007** (see page 20).
- ☐ Nominate teachers for the AATF -ISE "Language Matters" Award by February 1, 2007 (see page 31).
- ☐ Promote the 2007 AATF Book Club at meetings and through newsletters (see page 9).
- ☐ Promote AATF summer scholarship opportunities, small grants awards, and National French Week grants to members (see pages 9,19).
- ☐ Remind members of deadline for submitting on-line proposals for sessions and workshops at the 80th annual conference of the AATF in Baton Rouge: **December 15, 2006**.
- ☐ Commit to sending chapter president to AATF national convention in Baton Rouge (July 15 -18, 2007).
- ☐ Send on an ongoing basis chapter newsletter and chapter news to Regional Representative, *National Bulletin* Editor Jane Black Goepper [jbg@fuse.net] and President Margot Steinhart [m.steinhart@sbcglobal.net].

AATF MATERIALS CENTER

Prices quoted in this list include first class postage. 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 black & white 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 (members)/\$18 (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 100 copies / \$10; 50 copies / \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

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. \$12 each (members)/\$15 (nonmembers)

AATF Notepads: *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$1.50 each (members)/\$2 (nonmembers)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3; 10 for \$5 (members)/10 for \$8 (nonmembers)

Forward with French bumper stickers. 50 cents each or 10 for \$4 (members)/10 for \$6 (nonmembers)

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

TEACHING VIDEOS

NEW! La France divisée, 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. Video or DVD: \$25 (members)/\$35 (nonmembers); study guide \$5 each (members)/\$6 (nonmembers)

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

Reflets français, 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$40 (members)/\$50 (nonmembers)

MEDALS AND AWARDS

NEW! Les Armes de Paris, 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (members)/\$20 each or 3 for \$54 (nonmembers)

AATF medallions, 1½-in. blue, gold, and white cloisonné enamel; reverse side plain. Specify which design. (1) Busts of Washington and Lafayette; (2) French hexagon, with "American Association of Teachers of French" around perimeter. \$5.25 each or 3 for \$14 (members)/\$7 each or 3 for \$20 (nonmembers)

On est les meilleurs buttons, 2-in. round buttons. 65 cents each or 10 for \$6 (members)/10 for \$8 (nonmembers)

OTHER MATERIALS

NEW! Cuisiner et apprendre le français, 34 classic French recipes with activities, exercises, and reading texts (178 pp.). \$25 (members); \$50 (nonmembers)

NEW! La Vie des Mots, collection of columns from the *French Review* with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (members)/\$18 each (nonmembers)

National French Week Posters, extra copies available while supplies last. \$2 each or 10 for \$15.

Un Calendrier perpétuel. 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)/\$20 (nonmembers)

Parlez-vous...? Posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes 123-

page study guide. \$15 for set of 6 + guide (members)/\$25 (nonmembers)

AATF Certificate of Merit. 15 cents each or 10 for \$1 (members only)

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 FLES* Poster Contest; blank inside. \$10 (members)/\$15 (nonmembers)

Color Postcards: Sets of 10 postcards on 6 different themes: Paris Provence, French Cathedrals, French Châteaux, Quebec, Martinique. One-page guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (members)/\$10 or \$55 (nonmembers)

T-SHIRTS

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. \$18 for L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for L and XL; \$11 for XXL

Vues sur le monde francophone: cinéma et société, blue with white text, commemorating the 2006 convention which focused on cinema. Specify size. \$10 each or 3 for \$20. (While supplies last)

AATF FLES* COMMISSION REPORTS

Variety is the Spice of FLES* (2005) \$9

Success Stories: Promoting FLES* Programs (2004) \$9

French FLES* Around the World (2000) \$9

The FLES* Image: A Picture is Worth a Thousand Words! (1998) \$9

Attracting French FLES* Students (1996) \$9

Other titles: Reaching All FLES* Students (1995) \$9

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 \$75.

To order these materials send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to aatf@frenchteachers.org

Prices valid through 5/31/07.

Discover Other Languages And Cultures!



Riviera Hotel
Las Vegas, Nevada
April 12-14, 2007

For information:
www.swcolt.org

Contact:

Jody Klopp, Executive Director
713 Rock Hollow Road
Edmond, Oklahoma 73034

Phone: 405.330.1318
Fax: 405.340.0923
Email: jklopp@cox.net

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

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

Vol. 1: Issues and Methods in French for Business and Economic Purposes, ed. Patricia W. Cummins, 1995, 172 pp., \$24. (while supplies last).

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+ \$3 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling.

Contact SDSU CIBER Press [www.rohan.sdsu.edu/dept/ciber/frost.html].

AATF COMMISSION ON CULTURAL COMPETENCE

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

Le Québec aujourd'hui: Identité, société et culture, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [www.ulaval.ca/pul].

Prices are subject to change without notice.

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

AATF GLASS DISH

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

FULBRIGHT PROGRAM APPLICATIONS SOUGHT

The Fulbright Teacher Exchange Program is currently seeking elementary; secondary school, and two-year college administrators, and teacher training institution administrators to participate in six-week job-shadowing experiences with an international counterpart during the 2007-2008 academic year. The application deadline is **November 30, 2006**.

For more specific information about this Administrator program please visit the OTHER OPPORTUNITIES page at [www.fulbrightexchanges.org/View/ViewOtherOpps.asp].

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! ARMES DE PARIS MEDAL

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



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

Name: _____

Address: _____

City, State, Zip _____

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

NEH SUMMER INSTITUTE

The Department of World Languages and Cultures at Iowa State University will hold a three-week summer institute for secondary French teachers (grades 7-12) in Lyon, France, from July 9-27, 2007. The institute is funded by the National Endowment for the Humanities and will focus on the cultural heritage of Lyon from its founding as a Roman colony to its current status of the second city in France. Participants will study selected texts, attend lectures, engage in conversation groups and writing seminars, take excursions to major historical sites, and attend symposia with invited residents of Lyon. Institute participants will be housed with families in Lyon. Applications will be accepted from **November 1, 2006 through March 1, 2007**. Thirty applicants will be selected to participate in the institute and will receive a stipend of \$2400 to defray costs of the institute. For further information, consult the Web site at [www.public.iastate.edu/~lqallen/Lyons Cultural Heritage.html] or contact the institute's co-directors: Dr. Linda Quinn [lqallen@iastate.edu], tel: (515) 294-9014 or Professor Nelle Kottman [nkottman@iastate.edu], tel: (515) 294-9014.

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



- 80th Annual Convention in Baton Rouge
- 2007 National French Contest
- FLES* Poster Contest

AATF WEB SITE

www.frenchteachers.org

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 _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____

E-mail: _____



AATF Teaching Videos



Reflets français

Quantity ☐

58-min. video, filmed by former AATF Vice-President Bernard Petit, features French singer Éric Vincent, living on his houseboat on the Seine and performing several songs with the text appearing as he sings. A video tour of Paris concludes follows. ☐
Ideal for classroom use. Includes a 30-page teacher's guide. \$40 (members)/\$50 (nonmembers)

La France divisée

36-min. documentary exploring two sides of France during WWII, collaboration with the Vichy government as well as resistance. It includes interviews with a Holocaust survivor, child survivors, historians, and a Resistance leader. Video or DVD (specify): \$25 (members)/\$40 (nonmembers); Study Guide: \$5 each (members)/\$6 each (nonmembers) ☐

Tant qu'elle chante, elle vit

35-min. program features American singer Carole Fredericks performing in French, alone and with singer/songwriter Jean-Jacques Goldman. Package includes 6 music videos and a teacher's guide. Ideal for the classroom. Video: \$40 (members)/\$45 (nonmembers) or DVD: \$50 (members)/\$55 (nonmembers) ☐

Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to aatf@frenchteachers.org (Prices valid through 5/31/2007)

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ (H/W) _____ E-mail: _____



Outstanding Senior in French Award

Recognize outstanding students!



Students at the high school or university level are recognized with:

- ◆ a certificate signed by the AATF President and Executive Director
 - ◆ a press release for local or school newspapers
 - ◆ a congratulatory letter to principal or dean
- ◆ Outstanding Senior medal, available for an additional charge.



Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:
www.frenchteachers.org/hq/outstandingsenior.htm or staff@frenchteachers.org
(Basic award: \$25 / Award + medal: \$35)



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. 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 \$.39 or \$.63 postage)

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. It also emphasizes the interconnectedness of the French and American economies.

French is Not a "Foreign" Language

Black and white on dark green flyer illustrates the similarities between English and French. 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.

Why Learn French

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

Speaking French: an investment in the future

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

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

Red, white, and blue flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

Why French FLES*?

Developed by the AATF FLES* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to aatf@frenchteachers.org

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies / \$10; 50 copies / \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

*Prices valid until 5/31/2007

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

TOTAL ENCLOSED _____

Prices: 100 copies / \$10; 50 copies / \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

E-mail: _____

CALENDAR OF EVENTS

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].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 1-3, 2007, Atlanta, GA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

QUEBEC AT THE DAWN OF THE NEW MILLENNIUM: BETWEEN TRADITION AND MODERNITY, March 2-3, 2007. University of North Texas. Information: Marie-Christine Koop; e-mail: [koop@unt.edu]; Web: [www.forl.unt.edu/quebec.htm].

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: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; Fax:

(717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), April 12-15, 2007, Las Vegas, NV. Information: Jody Klopp, Executive Director, SWCOLT, 713 Rock Hollow Road, Edmond, OK 73034. Telephone: (405)330-1318; Fax: (405) 340-0923; E-mail: [jklopp@swcolt.org]; Web: [www.swcolt.org].

INTERNATIONAL READING ASSOCIATION (IRA), May 13-17, 2007, Toronto, CA. Information: IRA Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Telephone: (302) 731-1600; Fax: (302) 731-1057; Web: [www.reading.org].

FIFTH INTERNATIONAL CONFERENCE ON LANGUAGE TEACHER EDUCATION: BRIDGING CONTEXTS, MAKING CONNECTIONS, May 31-June 2, 2007, Minneapolis, MN. Information: [www.carla.umn.edu/conferences/LTE2007/call.html].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 12-15, 2007, Baton Rouge, LA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (613) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

AMERICAN TRANSLATORS ASSOCIATION (ATA), October 31-November 3, 2007, Miami, FL. 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 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].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 16-18, 2007, San Antonio, TX. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, B201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 21 for information concerning the 3-for-1 offer for a year's free membership.

Advocacy Depot (continued from page 1)

Go to our national advocacy Web site: Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml], and use the section called "Local Level" to profile your school district. Once you have done this, you will be of great help to anyone helping you, and you will be able to show others how to do it.

While you are using the Web site, inform yourself fully about what the AATF is doing. Now let ten colleagues know what you have discovered.

Inform the AATF Advocacy Commission the minute you think your program or someone else's may be in jeopardy. Send any relevant newspaper articles, e-mails, or letters which you can share.

College faculty and chairs, whether or not you hold language collaborative meetings or language fairs, keep a list of the French teachers in your region. See if you can meet over coffee with them. If you have regular professional contact with them, keep a file of their news. Remind them about the AATF advocacy program. At the very least, try to keep track of your graduates who teach in your state.

For all teachers: Monitor school board decisions which could affect your program. Monitor relevant county board of trustees decisions. Monitor what your local parent organization is saying. Track your graduates, and keep a collection of student success anecdotes. Know your community. Which businesses export to France or Francophone countries; which are subsidiaries of companies in the Francophone world? Think of the group of interested real-world allies arising from your connections with such companies.

Each single timely gesture in defense of French has the potential to play a valuable role in saving a worthy French program. After all, it only took one stone from the sling of David to bring down Goliath. Those who would step up to perform such deeds need to remember that an increasingly organized AATF Advocacy Commission will not let them stand alone in their hour of need.

TennesseeBob Peckham
Chair, Commission on Advocacy
E-mail: [bobbp@utm.edu]

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 5-11, 2007**
*Take French out of the
classroom and into the
community!*

REMINDER: IMPORTANT DEADLINES AND DATES

Nov. 30	Deadline for applications for 2007-2008 Fulbright Awards (see page 39)
Dec. 1	Deadline for applications for 2007 AATF Administrator of the Year Award (see page 35) Deadline for submissions for CARLA Conference (see page 33)
Dec. 8	Deadline for receipt of applications for ASFAP scholarships (see page 33)
Dec 15	Deadline for submission of proposals for 2007 Baton Rouge convention (see Web site)
Feb. 1	Deadline for applications for the AATF Ludwig Excellence in Teaching Awards (see page 20) Deadline for applications for the 2007 ISE Language Matters Award (see page 31)
Mar. 1	Deadline for applications for AATF Small Grants (see page 19) Deadline for applications for AATF Summer Scholarships (see page 9) Deadline for applications for NEH Summer Institutes (see pages 33 & 40) Deadline for submissions for certain MLA prizes (see page 33)
Mar. 15	Deadline for applications for AATF Walter Jensen Scholarship (see page 18)
Apr. 1	Deadline for submissions for certain MLA prizes (see page 33)
May 1	Deadline for submissions for certain MLA prizes (see page 33)
July 12-15	80 th annual AATF convention in Baton Rouge
Aug. 1	Deadline for submissions for special issue of the <i>French Review</i> on Belgium, Luxembourg, Switzerland (see page 37)

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 [www.jstor.org/about/participants_na.html].

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

AATF WEB SITE

www.frenchteachers.org



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