

**«CADIEN», «CADJIN» OU «CAJUN»? UNE QUESTION SOCIO- ET PSYCHO-LINGUISTIQUE**

Depuis plusieurs années, certains linguistes et activistes sont préoccupés par le débat concernant la façon d'écrire ce qu'on dit en Louisiane. Au début de ce débat, il s'agissait de trouver une façon convenable d'écrire le nom que nous utilisons pour s'identifier. Parmi les plusieurs solutions proposées dans l'usage commun, nous trouvons surtout «Cajun», «Cadjin», et «Cadien». Cette discussion ne prend pas en considération les changements de la connotation et de la valeur du terme à travers les années, questions soulevées récemment par l'ethnohistorien James Dormon aussi bien que le sociologue Jacques Henry. D'un point de vue purement sociolinguistique, d'abord l'orthographe «Cajun» est tout simplement l'imposition d'une autre langue (l'anglais) et d'une autre culture (américaine) qui ne nous sert point, et qui occasionne les pires bêtises imprimées, comme la «musique cajune», ce qui n'existe évidemment pas. L'orthographe «Cadjin» est le choix de certains parce qu'elle représente, disent ceux-ci, la bonne prononciation dialectale du mot et parce qu'elle représente une dissociation avec «Acadien» et donc représente la création d'une nouvelle culture née en Louisiane d'influences acadiennes, françaises, créoles, espagnoles, anglaises, amérindiennes et africaines. Cet argument est attirant, mais contient des problèmes aussi. «Cadien» représente une réalité historique et linguistique. L'historien/linguiste Pascal Poirier l'a noté ainsi dans son travail sur le parler des Acadiens des Maritimes. L'auteur anonyme de *Les Acadiens louisianais et leur parler* l'a aussi noté ainsi. Il y a donc une histoire quoique petite d'écrire ce mot de cette façon. Sur quelques unes des premières cartes de la colonie, on trouve en effet «La Cadie», d'après le terme Micmac pour ce même lieu, ce qui signifiait «un lieu d'abondance». L'épellation «Acadie» est probablement née de sa proximité linguistique à «l'Arcadie» de la tradition gréco-européenne, qui veut aussi dire «un lieu d'abondance». De toute façon, les colons français sont venus (assez rapidement) d'abord à s'appeler des Cadiens ou plutôt des Acadiens, d'après le nom de leur patrie,

la Cadie ou l'Acadie. Donc ce mot aurait un héritage de plusieurs centaines d'années. Si nous n'écrivons pas «Cadien» en français, nous risquons de nous dissocier avec nos origines aussi bien historiques que linguistiques.

Que nous l'écrivions pas toujours ainsi en Louisiane n'est pas surprenant, d'ailleurs. D'abord, les gens qui utilisaient ce mot oralement pour se décrire avaient tendance à ne pas écrire du tout, alors que ceux qui étaient lettrés avaient tendance à se dire Acadiens, sans doute influencés par l'usage normalisé en français écrit. On ne doit pas changer l'épellation de «dieu» à «djeu» simplement pour refléter la prononciation. Alors, pourquoi changer notre nom pour les mêmes raisons? Il n'est pas du tout nécessaire que l'écriture reflète la prononciation. On ne prononce pas certaines lettres comme «t» et «d» en position finale: «et», «prend»; et il y a une différence entre le «er» de «mer» et de «calmer»; et entre «fils» (enfant mâle) et «fils» (petites cordes). Et comment prononce-t-on «août»? Considérez aussi que plusieurs millions de Français, de Québécois, d'Acadiens (du nord), de Belges, de Suisses, de Luxembourgeois, d'Africains, d'Antillais, et d'autres réussissent à utiliser à peu près le même système d'orthographe française pour communiquer visuellement malgré leurs différents accents. Pourquoi devrait-on changer la forme visuelle de notre langue simplement parce que nous avons une prononciation un peu spéciale?

Le fait linguistique qui nous donne la prononciation [cadjin] est exactement le même qui nous donne [djeu] pour «dieu» et [djab] ou plutôt [djab] pour «diable». Si on commence à changer l'orthographe pour refléter toutes les variantes d'accent en Louisiane, nous risquons d'orpheliner le français parlé en Louisiane, de le repousser encore plus loin dans son coin. Nous devons, je crois, chercher plutôt à établir des moyens de communication entre nous et le reste du monde francophone.

Quel intérêt peut-on bien avoir à faire prononcer les Français (ou les Belges, ou les Québécois...) d'une façon ou d'une autre? Qu'ils parlent comme ils veulent bien. Et que nous parlions comme nous le de-

vons bien. Quand je vois «Cadien» je peux très bien dire [cadjin]. Quand le Francophone d'ailleurs voit «Cadien» je veux qu'il comprenne ce dont il est question, et je ne m'intéresse point à sa prononciation. C'est la communication effective du concept qui compte. La langue parlée communique par l'oreille, l'écriture communique par l'œil, par convention établie à travers les années. L'écriture doit communiquer des idées dans l'absence du compositeur. Ne nous déchirons pas de la langue et la tradition et l'histoire françaises en confondant l'épellation «Cadien» et le guide de prononciation [cadjin]. Écrivons d'une façon qui portera nos idées plus loin que notre petit monde.

Et finalement, quoique j'apprécie et je recherche même les idées et les suggestions de l'extérieur, je crois qu'il est important de laisser aux gens d'une culture de déterminer comment écrire le nom qu'ils utilisent pour se distinguer. D'après une convention établie par consensus parmi des spécialistes louisianais en 1991, avec quelques guides de l'extérieur, nous avons opté pour «Cadien». Je comprends aussi que la réalité se fait en se réalisant et que l'épellation de ce mot s'établira en

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s'établissant. C'est-à-dire, on l'écrira comme on l'écrira. En anglais, il n'est pas question de changer «Cajun», mais en français, c'est «Cadien» qui semble prendre de l'allure, notamment au Congrès mondial des Acadiens qui a eu lieu en 1994 au Nouveau-Brunswick où les membres de la presse semblaient finalement accepter notre demande qu'ils utilisent «Cadien» pour nous décrire en français.

Barry Jean Ancelet
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Note: Cette discussion représente une partie d'un plus long traitement fait pour un petit journal local: «La politique du français louisianais», *L'ACadjin* [Éditions CMA] (1999).

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!

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

NATIONAL FRENCH WEEK GRANTS FOR 2007

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2007 which will again take place November 5-11. This money is in addition to regular AATF Small Grants and will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

Proposals from individuals should include (1) the chapter name where the ap-

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

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2007**. The original application materials should be submitted to AATF National French Week Grants, Mailcode 4510, South

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].

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April 2007

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Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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.

MESSAGE DE LA PRÉSIDENTE



Chères et chers Collègues,

L'AATF poursuit ses activités pour la défense du français aux États-Unis. La campagne promotionnelle progresse grâce au dévouement de Jayne Abrate, notre Secrétaire générale (voir page 5). Notre *Task Force* sur le recrutement de nouveaux membres, sous la direction de notre vice-président William Thompson, poursuit ses efforts. À cet effet, nous prévoyons d'organiser une manifestation spéciale au congrès d'ACTFL qui se tiendra à San Antonio en novembre prochain. Je vous fournirai de plus amples détails à ce sujet dans le *National Bulletin* de septembre.

Le congrès de Baton Rouge

Les préparatifs en vue de cette manifestation se précisent. Vous trouverez, dans ce numéro (pages 29), le programme prévisionnel qui vous permettra de juger de la variété des thèmes qui y seront traités. C'est Barry Jean Ancelet, de l'Université de la Louisiane à Lafayette, qui ouvrira le congrès lors de la séance plénière. Il nous parlera de la langue et de la culture cadiennes dont il est un éminent spécialiste. Il a accepté de m'accorder un entretien qui vous donnera une idée de ses actions et de ses aspirations (voir page 7). Je tiens à vous signaler une séance semi-plénière, intitulée «Vers la documentation et la revalorisation du français louisianais», qui sera présentée par Albert Valdman, ancien président de l'AATF et grand spécialiste de la langue créole, en collaboration avec d'autres chercheurs distingués tels Barry Jean Ancelet, Thomas Klingler et Amanda Lafleur. Plusieurs personnalités de France, du Québec et de Belgique vont également nous honorer de leur présence en intervenant sur différents aspects de leur culture respective. Monsieur Yanick Godbout, de la Direction Amérique du Nord du ministère des Relations internationales du Québec, présentera une communi-

tion sur la situation politique au Québec et les programmes offerts par le gouvernement et les écoles de français québécoises. Monsieur Bauduin Blairon, Directeur des Relations internationales à la SPI de la province de Liège, nous offrira un panorama de la ville où se tiendra notre congrès de 2008.

Notre collègue Robert Lafayette préside le comité d'organisation de la célébration du 250^e anniversaire de la naissance du marquis de Lafayette, dans la ville même de Lafayette (voir son article à la page 6). Il sera également présent et nous a proposé des visites et excursions qui ne manqueront pas de piquer votre curiosité, ainsi que vous pourrez le constater dans le programme.

La protection de la langue française

Puisque le thème du congrès sera «Le français en Amérique», il ne faut pas oublier que le Québec fête cette année les trente ans de la Loi 101 ou Charte de la langue française. Cette loi a fait date dans l'affirmation de l'identité québécoise. En effet, elle confirmait les clauses de la loi 22 de 1974 qui avait déclaré le français comme seule langue officielle du Québec, alors que le reste du Canada est officiellement bilingue. Elle imposait également l'usage exclusif du français dans l'affichage et la publicité. Mais ce qui la distingue est qu'elle obligeait les immigrants à inscrire leurs enfants dans des écoles françaises, à moins que l'un des parents au moins n'ait effectué sa scolarité en anglais au Québec. Cette dernière clause a eu pour effet d'augmenter sensiblement la proportion des élèves francophones au Québec. La France a également pris des mesures pour protéger sa langue comme, par exemple, la loi Toubon de 1994 qui venait renforcer le principe constitutionnel selon lequel la langue de la République est le français. Son objectif était d'encourager les Français à rester vigilants en ce qui concerne l'emploi de leur langue. Toutefois, cette loi ne s'opposait pas à l'ouverture sur les langues et les cultures régionales et étrangères dont l'apprentissage est fortement encouragé en France.

L'égalité des femmes et des hommes en éducation

Depuis plusieurs années, la France et le Québec ont pris des mesures pour favoriser l'égalité des sexes au sein du système éducatif. Le Québec s'est intéressé très tôt à l'éradication des stéréotypes sexistes dans les manuels et les programmes et a lancé de nombreuses initiatives pour encourager les filles à s'orienter vers des filières scientifiques

comme, par exemple, le programme «Chapeau les filles» qui est en place depuis plus de dix ans (voir [www.mels.gouv.qc.ca]). En France, plusieurs ministères avaient signé une convention en 2000 afin de coordonner leurs efforts dans la promotion des femmes; on avait également imposé la féminisation des noms de métiers et de titres dans l'administration, ce qui existait déjà au Québec depuis plusieurs années. Le ministère français de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche vient de renforcer ce dispositif par une nouvelle série de mesures (voir le *Bulletin Officiel* ou *B.O.* du 1^{er} février 2007 sur le site du ministère, [www.education.gouv.fr]).

J'espère que vous serez nombreuses et nombreux à assister à notre prochain congrès et je vous donne rendez-vous à Baton Rouge du 12 au 15 juillet. Bien cordialement,

Marie-Christine Koop
Présidente
[koop@unt.edu]

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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



Information is available from H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com] or from the AATF Web site at [www.frenchteachers.org].

PROMOTIONAL MATERIALS FOR THE CLASSROOM



Promotional Video: *Open Your World with French/Le français m'ouvre le monde* (now available on DVD)

10-min. video to encourage American students to study French. It is fast-paced and entertaining and can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers)

Promotional Video: *Forward With French*

10-min. video of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (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 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers).

Note: All three of the above videos available on one DVD for \$40 (members)/\$45 (nonmembers).

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

The front 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)

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Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$12 (members)/\$15 (nonmembers)

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Reflets Video

40-minute video, accompanied by teacher's guide, highlights several songs by Éric Vincent and includes a video tour of Paris. \$35 DVD/\$30 VHS (members)/\$45 DVD/\$40 VHS (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]. Prices valid until 5/31/2007

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

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_____ Forward with FLES* DVD (\$10/\$12)	_____ Reflets DVD (\$35/\$45)	_____
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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Encore un autre numéro du mois d'avril qui arrive. Au milieu de ce *Bulletin*, vous trouverez une affiche pour la Semaine du français 2007-2008, la cinquième que nous avons produite et distribuée depuis les commencements de la Semaine du français. Cette fois-ci, elle a été réalisée par des étudiants en arts graphiques à partir de dessins soumis par des élèves de membres de l'AATF lors des différents concours d'affiches que nous avons organisés. Nous vous demandons de vous en servir pour faire de la publicité pour le français dans votre école. Sortez le français de la salle de classe.

Afin d'économiser des frais de poste occasionnés par l'affiche, nous avons décidé d'envoyer ce *Bulletin* à tous les membres, même ceux qui n'ont pas encore renouvelé leur adhésion. Si vous n'aviez pas renouvelé avant le 1^{er} avril, vous trouverez un code sur l'étiquette qui porte votre nom et adresse et qui commence par "00." Nous vous demandons de renvoyer votre formulaire d'adhésion le plus rapidement possible.

Les préparatifs pour le congrès de Baton Rouge vont bon train, et vous trouverez dans ce numéro des renseignements plus complets (pages 7, 24, 28) ainsi que le formulaire d'inscription (pages 25-26) et le programme préliminaire (pages 29-34). Il y aura une gamme de sessions où les intervenants parleront du français en Louisiane, en Illinois, en Nouvelle Angleterre et ses manifestations historiques, littéraires, musicales ou filmiques. Nous vous invitons à en profiter.

Si vous voulez vous préparer à un voyage en Louisiane francophone, je vous invite à lire l'interview avec notre conférencier d'honneur Barry Ancelet (page 7) ainsi que le texte qu'il a écrit concernant l'appellation des Cadiens de Louisiane (page 1).

D'ici le mois de juillet, vous remarquerez un remaniement important du site Web de l'AATF. Nous sommes en train de mettre en place un système de paiements en ligne et de mettre à jour tous les fichiers.

Nous vous signalons aussi que les frais de cotisation vont augmenter pour l'année 2008. La dernière augmentation était survenue en 1997. Donc on a pu continuer pendant 11 ans avec la même cotisation. Comme vous le savez, tous les frais augmentent—les frais de poste, les frais du personnel, les frais de transports, les frais d'impression.... Depuis 10 ans, nous avons subi cinq augmentations dans les frais de poste (une autre à venir en mai 2007), et les frais de poste pour l'AATF sont de l'ordre de 65.000\$ par an pour servir presque

10.000 membres!

Je vous demande non seulement de renouveler votre cotisation mais de parler de l'AATF à vos collègues non membres. Nous sommes la seule association de professeurs aux USA qui se consacre complètement à la promotion et à la défense du français à tous les niveaux.

Nous procédons avec la campagne publicitaire que nous avons entreprise en collaboration avec l'Ambassade de France. Nous aurons bientôt un slogan à annoncer et des documents à distribuer. Le grand lancement aura lieu lors du congrès à Baton Rouge, et la campagne continuera pendant plusieurs années. Vous pouvez consulter les nouveautés sur le site Web de l'AATF [www.frenchteachers.org].

Pour terminer, j'aimerais féliciter la Directrice du Grand Concours, Lisa Narug, et toute son équipe pour une année record pour le Concours avec plus de 103.000 participants. Le Concours motive les élèves, amène de la bonne publicité pour

FUN FOR NATIONAL FRENCH WEEK WITH A GIANT CROSSWORD

The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week November 5-11, 2007 or at any other time. In a previous issue of the *National Bulletin*, Jacqueline Thomas, Region VIII Representative, listed some common crossword clues related to French. This idea has given us the impetus to create an activity packet to promote French via English-language crossword puzzles.

Directions are included for creating a giant wall-size crossword puzzle that can serve as the focus of a school-wide contest. The words and clues in the puzzle are all related to French and have been found in English-language crossword puzzles. Instructions for organizing a classroom or school competition will be included in the Crossword Activity Packet along with a one-page version of the puzzle and clues, a teacher's guide analyzing the types of clues found, and an answer key. Also included is another article that has appeared in the *National Bulletin* by Joanne Silver describing a "French in English" contest. The complete packet is free and can be obtained by visiting the AATF Web site at [www.frenchteachers.org].

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le français et montre que le français se porte toujours bien.

Jayne Abrate
Secrétaire générale
[abrata@siu.edu]

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of template sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob Peckham [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Project 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/californianeedsfrench/]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [<http://www2.hfhighschool.org/~wstglic/aatfadvocacy0>]
- Kansas Needs French [kfla.lawrence.com/aatfactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- 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]
- Massachusetts Needs French [www.faculty.umb.edu/brian_thompson.maneeds.htm]
- 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/~madame/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/win french/index.htm]

LE MARQUIS DE LA FAYETTE

LE «HÉROS DES DEUX MONDES» MIS À L'HONNEUR EN 2007

Au cours de l'année 2007, la Ville et Paroisse civile de Lafayette en Louisiane, une de plus de quarante villes et contés nommés d'après La Fayette, accueillera une série de manifestations afin de commémorer le 250^{ème} anniversaire de la naissance du général et marquis Marie-Joseph-Paul-Yves-Roch-Gilbert du Motier de La Fayette.

Au début du mois de mars 2006, Son Excellence Jean-David Levitte, Ambassadeur de France aux États-Unis, a reçu une délégation de Lafayette menée par Joey Durel, maire de Lafayette, afin de lancer «L'Année La Fayette 2007–*The Spirit of the Marquis*» au cours d'une réception dans sa résidence de Washington, DC. Le 25

octobre 2006, Son Excellence Craig Roberts Stapleton, Ambassadeur des États-Unis en France, fit de même dans sa résidence parisienne afin de lancer cette année de commémoration en France.

«Le Héros des Deux Mondes», tel qu'il est connu pour avoir défendu les droits de l'Homme et de la démocratie dans les deux pays, naquit le 6 septembre 1757 à Chavaniac en Auvergne. À l'âge de trois ans il perdit son père et dix ans plus tard sa mère et son grand-père. À 16 ans, il épousa Adrienne de Noaille, et le jeune couple devint parmi les plus riches d'Europe. Il investit sa fortune personnelle et affréta une frégate afin de rejoindre l'Amérique en 1777 où il alla retrouver les forces du général George Washington, avec lequel il établit une amitié de toujours. Il devint major-général dans les forces américaines en juillet 1777 à l'âge de 19 ans et il fut blessé deux mois plus tard à la bataille de Brandywine.

En 1779, le marquis de La Fayette rentra en France pour la naissance de son fils qu'il appela George Washington du Motier. En mars 1780, il repartit de Rochefort à bord de la frégate *L'Hermione* vers Boston où il arriva en avril.

En 1781, la Bataille de Yorktown, en Virginie, fut remportée par les forces jointes des Américains et des Français (dirigées par le général George Washington, le marquis de La Fayette, le comte de Rochambeau et le comte de Grasse) face à l'armée britannique, dirigée par le général Lord Charles Cornwallis. La reddition de

l'armée de Cornwallis poussa le gouvernement britannique à négocier la fin de la guerre de la Révolution américaine.

Le rôle charnière que le marquis de La Fayette joua dans la Guerre d'Indépendance américaine, à laquelle il participa de sa propre initiative, et son amitié durable avec le Général George Washington sont les thèmes principaux des nombreuses manifestations qui sont organisées par la ville de Lafayette en Louisiane dans le cadre du projet «L'année La Fayette 2007–*The Spirit of the Marquis*».

La ville de Lafayette, située au sud-ouest de l'état de Louisiane, est connue comme «le cœur de l'Acadiana», une région composée de huit paroisses civiles où l'histoire et la culture sont étroitement liées avec la France. Depuis plusieurs décennies, de nombreux efforts ont été réalisés afin de renforcer ces liens ancestraux.

L'effort mené par la Ville et Paroisse civile de Lafayette est soutenu par près de 75 organisations partenaires, que ce soit à l'échelle locale, régionale, nationale et même internationale. En 2007, chaque centre culturel et musée de Lafayette accueillera une manifestation en l'honneur du marquis de La Fayette. Le programme comprend des activités diverses: concerts, conférences, expositions, productions théâtrales, échanges scolaires, concours, reconstitutions historiques, galas etc.

Bon nombre des *krewe*¹ du Mardi Gras du sud-ouest de la Louisiane adoptèrent le marquis de La Fayette comme thème pour leurs parades de 2007 ou mirent en scène des aspects de la vie de celui-ci dans le cadre de leur gala. La célébration du Mardi Gras de Washington, DC fit également apparaître le marquis de La Fayette dont le rôle dans la Guerre d'Indépendance américaine mena à la création du gouvernement des États-Unis d'Amérique. À cet égard, un portrait en pied est accroché en face de celui de George Washington dans la salle où se réunissent les élus membres de la Chambre des Représentants aux États-Unis.

Une multitude d'activités éducatives

sont également organisées dont plusieurs conférences données par d'illustres historiens et intervenants extérieurs originaires de France et des États-Unis. L'Alliance française de Lafayette a notamment prévu une série de conférences aussi bien en français qu'en anglais portant sur l'héritage français dans le sud-ouest de la Louisiane

Le comité de direction du projet «L'année La Fayette 2007–*The Spirit of the Marquis*» veut s'assurer que tous les étudiants de la région, quel que soit leur âge, participent activement à cette année de commémoration. Des concours sont organisés pour les enfants de tous âges: le Musée des Enfants de l'Acadiana dispose d'une exposition didactique et ludique sur le thème de la navigation au 19^{ème} siècle, et plus précisément sur un projet de reconstruction de la frégate *L'Hermione*. Les Fils de la Révolution américaine ainsi que les Filles de la Révolution américaine sont également impliqués dans les aspects éducatifs de cette année de commémoration.

Deux voyages en France, intitulés «Sur les Traces du Marquis–*In the Footsteps of the Marquis*» auront lieu durant l'année 2007. Le premier (23 juillet–2 août) est organisé autour du festival «La Belle Journée» qui a lieu tous les ans à Langeac, à 20 kilomètres de Chavaniac où La Fayette est né, et le deuxième (10-20 septembre) autour du Festival du «Roi de l'Oiseau» au Puy-en-Velay. Ces voyages permettront aux amateurs d'histoire et de voyages de suivre le parcours de cette figure emblématique de l'histoire française et américaine.

Pour finir, une exposition internationale de couvertures en *patchwork* et courtes-pointes constituera l'un des événements majeurs de l'année 2007, avec des exposants venant des quatre coins des États-Unis et du reste du monde. Les thèmes en sont «La Fayette: Le Héros des deux Mondes» et «La Fayette et Washington: une amitié et un legs durables». Cet événement a d'ores et déjà attiré des associations de l'Iowa, de Californie, du Texas, de Pennsylvanie, de New York, de Louisiane et de huit pays étrangers (Canada, France, Belgique, Finlande, Allemagne et Hongrie).

Pour plus d'informations, vous pouvez vous rendre sur le site Internet [www.-marquisedelafayette2007.com] ou contacter le Centre international au (337) 291-5474.

Le Centre international de Lafayette

¹Clubs associatifs.



INTERVIEW DE BARRY JEAN ANCELET, INVITÉ DE MARQUE AU CONGRÈS DE BATON ROUGE

Barry Jean Ancelet, éminent spécialiste de langue et de culture cadiennes, ouvrira notre congrès de Baton Rouge lors de la séance plénière du 12 juillet. Il est professeur à l'Université de la Louisiane à Lafayette et directeur du Centre de folklore acadien et créole. Il a bien voulu nous accorder un entretien pour parler de ses origines, de son parcours professionnel, de ses actions et de ses projets.

MCK. Vous êtes natif de la Louisiane. Pourriez-vous nous parler de vos origines et de vos ancêtres.

BJA. J'ai un mélange d'origines françaises. Je descends en partie des Acadiens, en partie des Créoles français qui sont venus directement en Louisiane. Mon ancêtre, dont je porte le nom de famille, est arrivé en Louisiane de la région parisienne dans les années 1840. Et dans la famille de ma mère, il y avait le même mélange d'Acadiens et de Français, y compris des Alsaciens.

MCK. Le français est-il votre langue maternelle? Dans ce cas, qui vous en a transmis l'apprentissage et dans quelles circonstances?

BJA. Je parle le français que j'ai appris de ma famille, surtout du côté de mon père. Sa mère ne parlait pas anglais, et nous étions très proches. J'ai aussi passé beaucoup de temps avec sa sœur et sa belle famille qui habitaient dans la campagne, et il y avait peu d'anglais dans cette maison aussi. Ma mère a entrepris de me parler en anglais pour me préparer pour l'école. Quand j'avais à peu près quatre ans, mes parents ont déménagé à Lafayette et j'ai continué à apprendre l'anglais des enfants dans le voisinage, mais presque tout le monde parlait aussi français. Alors c'était flou en dehors de l'école.

MCK. Pourriez-vous nous parler de votre parcours professionnel?

BJA. When I studied French, first at Cathedral-Carmel High School in the 1960s and then at the University of Southwestern Louisiana (now the University of Louisiana at Lafayette), in the 1970s, I came to understand that we didn't know much about ourselves at all. We learned all about the kings and composers, artists and authors, wines and cheeses of France, but virtually nothing about our own French culture on the American Gulf Coast. We didn't take up much space on the library shelves.

During my last year as a student at U.S.L., I started working with the Smithsonian Institution on festival projects in



Washington and in Louisiana, which led to my participation in organizing the first Cajun Music Festival in 1974. Then I left for Indiana University where I studied French and folklore. When I came back home in 1977 to U.S.L., there were signs that things were already changing. President Authement had created the Center for Louisiana Studies in 1973 and the Center for Acadian and Creole Folklore in 1974, giving academic legitimacy to the study of our own history and culture. These changes became part of the academic infrastructure so that we would now have the opportunity to learn about ourselves. While this may sound parochial and provincial, typical of a regional university, it was in reality part of a far-reaching plan, representative of President Authement's strategy to develop the potential of this university in daring new directions. The basic principle was to identify areas in which we could excel, areas that no one else was addressing.

Upon my return to Lafayette, I met a kindred spirit, David Barry, then a brand-new assistant professor with a Ph.D. in French philosophy from U.C.L.A. We devised a couple of new courses, one on Louisiana French Folklore and the other on the French literature of Quebec. These turned out to be the first steps on a road that would eventually lead to our Ph.D. program in Francophone Studies. Dr. Barry eventually expanded his own exploration to include the French-language literatures of Africa and the West Indies. Building on the work of her unsung predecessors, including Hosea Phillips, Marie Del Norte Theriot and Ruby Landry, Shirley Abshire developed a course and structured materials on the Cajun French language. In 1983, we received a major

grant from the National Endowment for the Humanities to develop an interdisciplinary undergraduate program in North American Francophone Studies. Mathé Allain expanded the playing field further, studying the literature of the Acadian Maritime Provinces and the Maghreb, as well as French Louisiana. Since then, other faculty members have turned their attention to various parts of the Francophone world, including Belgium and the Indian Ocean. Of course, France remains at the core of this activity. Eventually what started as a marginal interest became more and more part of the mainstream of the department as faculty members published books and articles on Francophone issues, including French Louisiana.

In an attempt to understand ourselves better, we discovered the world in our own backyard. Biologists can learn about the nature of life in general by studying one species intensively. Similarly, we have learned much about the Francophone World by taking a careful look at South Louisiana and its French connections. Serious research in the literature, history, architecture, music, oral tradition and culture of French Louisiana has led us to the rest of the French-speaking world in Europe, Africa, the Caribbean, and Asia, as well as the rest of French-speaking North America.

MCK. Vous vous intéressez à plusieurs aspects du fait cadien: linguistique, littérature, musique, culture, etc. Pourriez-vous résumer vos activités dans ces différents domaines.

BJA. In my own research interests, I came to understand that we did not know much about ourselves because we did not know much about our language, our literature, our history, or our culture. There was woefully little information available in print. Yet, hidden behind every problem, there is an opportunity. To find out about the culture, we tried other angles. Folklore provided a critical research approach. There were lots of living libraries out there; but they did not write their stories, they told them. This kind of research put us on the cutting edge of contemporary post-modern scholarship. We went from underdeveloped to avant-garde in nothing flat. I began doing fieldwork on my own, recording songs, tales, legends, and oral histories. Others, such as Alan Lomax, Elizabeth Brandon, Harry Oster and Ralph Rinzler, had already recorded substantial collections over the years. They generously provided copies of these for our archives, explaining that they would have loved to have deposited them somewhere in Louisiana, but there had

been no place then. No one had been interested enough locally when they had first come through. As copies of these past collections came together in one place, the development of Cajun culture and music became clear. Now, for example, one can hear what the music sounded like from the 1930s through the '40s, '50s, '60s and '70s, in home recordings as well as on commercial records. The narrative recordings in these collections also inadvertently produced one of the largest corpuses of naturally recorded French dialects in existence, which is currently serving in the development of a dictionary of Louisiana French by a team of colleagues from the University of Louisiana, Louisiana State University, Tulane University, Indiana University, and the University of Alabama.

MCK. Quel est l'objet de votre recherche actuellement? Quels sont vos projets à long terme?

BJA. J'ai plusieurs projets courants, y compris le dictionnaire du français en Louisiane, un livre sur le Mardi Gras traditionnel, un deuxième livre sur la tradition orale, plusieurs documentaires et disques sur divers aspects de la culture cadienne et créole, une étude de l'évolution de l'architecture vernaculaire en Louisiane, une grammaire descriptive du français cadien, et une étude des effets socio-culturels des ouragans récents, entre autres.

MCK. Quelle est la situation du français en Louisiane aujourd'hui? Où entend-on encore parler un français authentique et par qui?

BJA. Il serait inutile et malhonnête de dire que le français n'est pas en danger de disparaître en Louisiane, le résultat d'au moins deux siècles d'efforts systématiques et concentrés pour défranciser les Cadiens et Créoles. Le véritable miracle est que, après tout cet effort, il y a encore des francophones en Louisiane. Imaginez ce qu'on pourrait faire avec un peu d'encouragement. Avec un peu d'effort, on peut encore trouver des francophones un peu partout dans la vie de tous les jours. Si le français a la moindre chance de survivre pour une autre génération, il faudra engager sérieusement les écoles. L'enseignement des langues est généralement conçu pour les standardiser. Or, en Louisiane, si nous nous intéressons à préserver le français, c'est pour préserver le français qu'on parle. Autrement, ça devient une expérimentation purement académique, détachée de toute spécificité culturelle, historique et linguistique. Je suis d'accord avec le romancier Jacques Godbout qui a écrit dans sa préface à *Le couteau sur la table*, "Dans cette *francité*, nous nous re-

connaissons, de Dakar à Montréal; mais plutôt qu'être *Français*, d'une façon personnelle, nous préférons maintenant être *nous-mêmes*, en français."

MCK. Quelles sont les initiatives qui ont été prises pour préserver la langue et la culture cadiennes? Que faudrait-il faire de plus, à votre avis?

BJA. De plus en plus de jeunes parents s'intéressent à une éducation en français pour leurs enfants et commencent à réclamer des programmes d'immersion. Et les universités fournissent des enseignants louisianais qui sont après louisianifier l'enseignement du français dans la région. L'importance qu'on accorde aux écoles pour préserver et même ré甯usciter le français tout en respectant le parler régional nécessite quasiment une réinvention de la pédagogie pour créer un système qui non seulement tolère la variation dialectale, mais qui l'encourage. La situation linguistique qui résulterait autrement condamnerait le français à sûrement disparaître dans une expérience académique peut-être intéressante, mais aussi fatalement stérile. On cherche donc constamment les moyens de louisianifier l'enseignement du français en Louisiane.

Propos recueillis par
Marie-Christine Koop
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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].

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If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 8 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

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Le Français aux États-Unis

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REGIONAL REPORTS

REGION VIII: SOUTHWEST

Region VIII is alive and well (though not living in Paris, unfortunately!). Our region encompasses the following eleven chapters: Arkansas, Central Texas, Colorado-Wyoming, El Paso (TX), Hautes Plaines (TX), Houston, New Mexico, North Texas, Oklahoma, South Texas, and Utah, which makes us the largest geographic region of the AATF.

Kudos

I would like to recognize all the wonderful work being done by our members across our seven-state region. In particular, I would like to congratulate the following members, who have received awards, scholarships, or other accolades:

- Houston Chapter, 2006 AATF Outstanding Chapter Award;
- Violet Horsley (Utah), 2006 National French Contest Administrator of the Year for a small chapter;
- Mary Ricciardi (South Texas), 2006 AATF Small Grant for a French Theatre for Teachers workshop;
- Michael Hydak (Central Texas), one of the ten American school administrators selected to visit France as part of the French Embassy/Washington Post/AATF Fellowship Program;
- Jenny Beltman (Colorado-Wyoming), 2006 National French Week Grant;
- Stephanie Brown (Central Texas), excellence in teaching award;
- Marie-Christine Koop (North Texas) has now officially begun her tenure as President of AATF.

I would also like to take this opportunity to thank all our *Grand Concours* administrators who work long hours on one of the AATF's greatest promotional activities. Their hard work and dedication are truly appreciated. Thanks to Jennifer Corbin (Arkansas), Amy Samson (Colorado-Wyoming), Kathy Zipf (New Mexico), Charlotte Neller (Oklahoma), Rita McKee and Patricia Kelly (Central Texas), Sandra Sipiora (El Paso), Margie Rodgers (Hautes Plaines), Yvette Dejean-Heno (Houston), Rebecca Gould (North Texas), Marina Fernandez (South Texas), and Violet Horsley (Utah).

Grand Concours and La Semaine du Français

Regionally, our enrollments in the *Grand Concours* were down in 2006, but we had plenty of national winners (over 200). Of the eight students (from Arkansas, El Paso, Houston, Oklahoma, and New Mexico) who applied for the Regional STAR award, Travis Van Horn (New Mexico) was selected to receive the \$500 award to study French with the *Alliance française* of Albuquerque.

Teachers continue to take French out of the classroom during National French Week. There is no shortage of good ideas to celebrate French culture from concerts of French classical music to students wearing berets for a day.

Meetings

The typical chapter model is two meetings per year, one of which is sometimes organized in conjunction with a state conference. At these meetings, most chapters offer activities of cultural and/or linguistic interest (for example, Jayne Abrate's workshop on cooking), and some arrange immersion experiences. There is a *Fête française* and a French Symposium in our region, and one chapter booked Éric Vincent to both sing and give workshops in the use of song lyrics as a teaching tool (one workshop for students and one for teachers). In the spring, members of the South Texas Chapter traveled to Corpus Christi to join members of the Central Texas Chapter for their meeting.

Challenges and Opportunities

Falling enrollments compared to Spanish were mentioned again this year as a problem. To help them promote French, some chapters have sought the support of the local French consul or the *Alliance française*. One chapter (Utah) is producing its own flyer to promote the study of French. Many chapters now have Web sites where they provide support to French teachers by supplying useful information about cultural events, pedagogical tips, or AATF deadlines.

Conclusion

It is a pleasure to serve as Regional Representative for a region with so many folk who are willing to jump in and get things done. We definitely have our share of members who are actively involved. I look forward to seeing good numbers of our members at the annual convention in Baton Rouge.

Submitted by
Jacqueline Thomas
Region VIII Representative

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 appears on page 54.

UPCOMING AATF CONVENTIONS

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

- Baton Rouge (July 12-15, 2007)
- Liège, Belgium (July 16-19, 2008)
- San Jose (July 2009)

EASY BUTTON FOR FREE BASIC WEB SITES

In the AATF, thirty-three of our seventy-five chapters have Web sites of varying sophistication and states of upkeep. Advocacy coordinators have been able to field a dozen of the fifty needed state-specific Web pages for the new Advocacy Commission.

As a chapter president with a Web site, you can recruit more widely, get information out to all members easily, and you know your chapter, not just current officers, has an established presence on the national site. If you are an advocacy coordinator with a state-specific Web page, you have omn-accessible updatable information to allow allies in different places to work on the same rescue mission.

This all makes sense, but an "easy button?" ...no doubt, a deceptive myth to be filed with that of the tooth fairy. While nothing in technology is as simple as we would like it, we need to admit that our own procrastination in the matter of an organizational Web page may also be the product of some myths.

Myth 1: Web space does not grow on trees; it is very expensive!

Here are some solutions you may already have, but have forgotten. How about your own Internet service provider (Charter, Road Runner, AOL)? Check with them now. You may already be paying for a Web directory even though you are not using it. How about your institution's Web site? If you are an advocacy coordinator, how about your AATF chapter Web site? Will your state language association host an announcement or advocacy page if you are a member?

What about free Web space? If you don't mind a few banner ads, here are some known individual free Web space providers:

- Freewebs
[<http://freewebs.com>]
- Geocities
[www.geocities.com]
- 50megs free web hosting service
[www.50megs.com]
- Netfirms free Web hosting
[www.netfirms.com/web-hosting-free]

If you want to shop around, here are some directories of free Web space providers:

- Free Webspace (directory)
[www.freewebspace.net]
- Free Web Hosting (directory)
[www.free-webhosts.com]
- 100 best free Web space providers (directory)
[www.100best-free-web-space.com]

A blog solution may bring you free space, some Web making tools, and interactive possibilities; but there are also ads.

- Blogger.com
[www.blogger.com]
- Myspace
[www.myspace.com]
- Web Logs (About.com)
[<http://weblogs.about.com>]

Myth 2: You have to have expensive software to make a Web page.

No. There are an adequate number of free or inexpensive ways to make a page or a site (Netscape Composer, word processing software, Sausage, etc.). Here are some sites to show you how to make simple Web pages:

- Making a Web Page with Netscape Composer (PC)
[www.polyglot.pitt.edu/how/webpagepc.doc.pdf]

Netscape Composer is free. If you already have a reasonably new Netscape browser, it is there. If you don't, just go to [<http://browser.netscape.com>] and find the right browser for you. Once you have downloaded the Netscape browser, set it up, and opened it up, your File menu should have a New submenu on it. Go to Composer Page and let it open. It works almost like a word processor, with a tool bar, etc.

- Tutorial - Making a Web page with Microsoft Word
[www.asa.edu/py/tch_work/technology/webpage_word]

Microsoft Word is not free, but many people have it. Essentially, you set up a word processor page the way you want a Web page to look, using tool bars to make Web addresses into interactive links, adding a splash of color and fooling with font sizes. Then you use the File menu command to Save As an HTML page. A number of word processing programs have a Save As HTML function, so don't give up if you don't have a slick, recent Office application. Here are two more ways to make Web sites for free.

- PageKits (free Web templates)
[www.elated.com/pagekits]
- WebPlus 6 - Free Web Site Design & Publishing Software
[www.freeserifsoftware.com/software/WebPlus/default.asp]

Myth 3: Nobody will come to a site that is not maxed out in bells and whistles.

Actually, the most used Web sites have a fairly basic appearance. Furthermore, if you want to make a Web page for organizational information or tasks, you need to keep it simple. The more complex, the less you will want to update it, and the more things can go wrong, etc. You should be able to copy and paste text updates on to your pages, and your readers should be able to copy text from your Web site to paste into

paper brochures.

Myth 4: You have to be Super-geek to put your page up on the Web.

Not so. To be sure, transferring files (your Web page) from your computer to your Web directory on another (the server) is where you are most likely to need the advice and help of others. Basically, your on-line computer contacts the server, giving username, password, and other information as called for. Once given permission, it transfers a copy of your Web file to the directory. However, your Internet service provider or Web space provider will provide help in this, through detailed instructions, a phone help desk, a tech assistant's visit to your office, or by using a Virtual Network Control Utility to configure your software the right way. Many teachers I know simply work with tech-oriented colleagues or students. My point is that help is around the corner, and that file transfer should not hold you up. These links should be of some help:

- File Transfer Protocol (explanation in Wikipedia)
[http://en.wikipedia.org/wiki/File_Transfer_Protocol]
- Secure Shell (explanation in Wikipedia)
[<http://en.wikipedia.org/wiki/SSH>]
- File Transfer (a Google directory)
[www.google.com/Top/ComputersSoftware/Networking/Fil_Transfer]
- Free FTP client software for Windows
[www.coreftp.com]

I should also point out that you can use Internet Explorer for file transfer (FTP) to a web directory.

- FTP procedure for Internet Explorer
[www.sjpc.org/internet/IEftp.html]

No "myth-take" about it, creating and maintaining a Web page that will support your role in the AATF is not impossibly hard or expensive.

Tennessee Bob Peckham
AATF Vice President
[bobp@utm.edu]

July 12-15, 2007,
Baton Rouge



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

Le Français aux États-Unis

LE GRAND CONCOURS 2007: ANOTHER YEAR FOR THE RECORD BOOKS

As of March 1, over 103,000 students had enrolled to participate in *Le Grand Concours* 2007. This figure will certainly top our record enrollment of 103,695 reached in 2005. In the Winter/Spring issue of *Le Grand Concours newsletter*, we provided enrollment statistics for the other language competitions. We were pleased to note that French and *Le Grand Concours* are going strong, which should be encouraging to French teachers. We strive to reach new teachers and encourage their participation by attending and making presentations at local conferences. We strive to provide a meaningful experience for students. We strive to provide a testing instrument that is reflective of what you are teaching. And finally, we strive to provide meaningful prizes to the winners. Our enrollment figures show that our efforts are working.

Thanks to all of you teachers new to *Le Grand Concours* for trying us out. We hope that you are pleased with your students' results and that you will return in the future.

Thanks to the AATF members who challenged their colleagues to participate and who helped recruit new participants.

Thanks to all of the school officials and colleagues who support *Le Grand Concours*: by receiving materials and keeping them secure until test time, by encouraging teachers to participate, by allowing time to participate in the Contest, and most importantly, by recognizing student achievement in the school and community.

Thanks to all of the AATF Chapters who encourage participation on the local level and who support the *Concours* by making it a major chapter activity. We appreciate all of the efforts local volunteers make to support the huge task of administering *Le Grand Concours*.

Thanks to the National Chairs: **Geneviève Delfosse**, Secondary Contest Development; **George Diller**, Eligibility; **Jennifer Shaf**, FLES Contest Development; and **Ken Tindle**, Scoring Center Operations. Along with their committee members, they put in countless hours to make sure the Contest is the best it can be.

And finally, thanks to the Chapter Contest Administrators. Without these dedicated individuals, *Le Grand Concours* would not be possible. These caring, dedicated Administrators answer teacher questions, promote *Le Grand Concours* and French, request donations, search out testing sites, plan for prizes and ceremonies, and even help out those of us who might forget an important deadline to make sure that **all** students have the chance to participate. *Merci!*

Grand Concours Spring Time line:

- Local results are returned to the Chapter Administrator as they are scored.
- April 16: National results and rankings are released to the Chapter Administrators
- April 20: Statistics on enrollment and scores; scoring keys; and tape scripts will be posted to the *Concours* Web site.
- May 1: National Prizes are sent to local chapters for distribution
- Summer 2007: send photos of your national winners to the Director for inclusion in an upcoming issue of *Le Grand Concours*.
- July 2007: Meet some of *Le Grand Concours* National Committee in Baton Rouge at the AATF Convention.

Please feel free to send us your comments and suggestions. We welcome your feedback as we continue our efforts to reach **all** students of French.

Lisa Narug

National Director

[legrandconcours@sbcglobal.net]

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]

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 15.

- I. 1. b; 2. b; 3. c; 4. b; 5. a
- II. 1. Société nationale des Chemins de Fer français
2. Train à Grande Vitesse
3. Couverture Médicale Universelle
4. Revenu Minimal d'Insertion
5. Caisse d'Allocations Familiales
- III. 1. reçu; 2. pris; 3. perdus; 4. faites; 5. vue
- IV. 1. I; 2. I; 3. I; 4. D; 5. I; 6. D; 7. I; 8. I; 9. D; 10. D
- V. 1. les familles nombreuses
2. les étudiants de moins de 25 ans
3. les demandeurs d'emploi (ou chômeurs)
4. les apprentis de moins de 23 ans
5. les salariés avec un billet annuel de congés payés
- VI. 1. ce qui; 2. ce que; 3. ce que; 4. ce qui; 5. ce que
- VII. 1. de; 2. à; 3. à; 4. de; 5. de

FRENCH ADVOCACY IN A NUTSHELL

The AATF now has a Commission on Advocacy to defend your French program, whether you are a member or not.

We have a Web site to explain our goals and objectives entitled Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

What do we do? We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

What kind of knowledge do we offer?

Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

What else will we do? We will help you create a game plan, and then play an appropriate role in its execution.

Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

Tennessee Bob Peckham

Chair, Commission on Advocacy

E-mail: [bobp@utm.edu]

CONCORDIA LANGUAGE VILLAGES

We are excited to announce new programs for teachers this summer:

- Immersion and Second Language Methodologies for all world language teachers: July 5-15; 3 or 4 graduate credits.
- Master of Education in World Language Instruction: 18-month program combining online coursework during the academic year with two three-week summer sessions in-residence at Concordia Language Villages

For more information about these and other programs, contact: Concordia Language Villages, Education and Research Office, 901 South 8th Street, Moorhead, MN 56562; telephone: (800) 222-4750; fax: (218) 299-4179; e-mail: [educators@clv.edu]; Web: [ConcordiaLanguageVillages.org].

AATF BOOK CLUB SELECTION 2007

LILI MAXIME'S *OURAGAN SUR LE BAYOU*

Lili Maxime (real name Vaillancourt) is both an accomplished singer and writer. Born in the small village of Peribonka on the northern shore of Lac Saint-Jean in rural Quebec, Lili began to sing on the amateur stage in her early teens. At the age of 19 she stopped to begin her university studies, receiving a bachelor's degree in social service from Laval University and a master's degree in sociology from York University in Toronto. During her studies she had the opportunity to work as an assistant in Francophone Louisiana with a team of researchers from Laval studying the survival of the French language and culture. She actually spent seven years (1975-1982) in Cajun Louisiana where she mastered the language and became enamored with the culture of its people. *Ouragan sur le bayou* is in large part the inspiration of her passage in Louisiana.

In addition to her recently completed trilogy, Lili Maxime has authored numerous short stories and recorded an album of original songs entitled *Chanter même si....*

Ouragan sur le bayou (2004) is the first of a trilogy of novels on Francophone Louisiana entitled *Ma chère Louisiane*. It was awarded the 2005 France-Acadie Literary Prize at a ceremony in Paris. The novel takes place amidst the pelicans, magnolias, crawfish, and oil rigs of Cajun Louisiana and tells the story of a sociologist from Quebec who arrives in Louisiana to research its Francophone heritage and falls for a young Cajun singer-fisherman who is married to an Indian from the French-speaking Houma tribe. In addition to the two main characters, Hélène Simard and David LeBlanc, several others add a great deal of cultural richness to the work. They include among others David's parents, Anna and Viger (V.J. to most) LeBlanc, who represent the older generation; Margaret Collin, David's wife of Houma Indian heritage, who represents a "minority" culture to the Cajuns; Emery Guidry, David's friend and co-worker, who represents an extremely hard-working yet under-educated individual; and Simon Tremblay, another sociologist from Quebec who provides a contrast to Hélène and a detached view of the cultural horizon.

The novel and its characters offer numerous opportunities for comparison activities. Probably the most interesting is the comparison of Hélène, the sociologist, and Margaret Collin, David's wife, because both

are linked to the same man and both have very interesting backgrounds.

In addition to its intriguing story line and its interesting study of contrasting characters, the author presents the reader with a plethora of cultural information about south-



ern Louisiana. There is accurate historical information about the Acadian passage to Louisiana and numerous passages that describe rural Cajun culture. In the first chapter there are colorful and picturesque descriptions of Bayou Lafourche, probably still today the most rural of the Cajun parishes. It all begins with the following sentence:

En ce 15 avril 1977, au royaume des fruits de mer et du pétrole, des cocodrils et du magnolia, les Cadjins du bayou LaFourche fêtent l'arrivée du printemps comme en 1765, en dansant.

The novel includes several pictures of New Orleans, especially the French Quarter. The most important cultural passages describe the everyday life of rural Cajun communities as well as brief historical segments explaining the arrival of the Acadians in Louisiana. The *Grand Déplacement of 1755* as well as other historical events are described and discussed several times giving the novel a solid historical foundation. These cultural passages especially lend themselves to the application of the Cultures goal of the national *Standards for Foreign Language Learning in the 21st Century: Cultures, Gain Knowledge and Understanding of Other Cultures*. Standard 2.1

asks students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, and Standard 2.2 asks them to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. The discussion of the role of the *fais-dodo* and of *gumbo* in this novel is an excellent example of the application of these two standards.

Included in this work are passages written in very readable Cajun French that will fascinate AATF members. Two suggestions to help understand these passages include use of the glossary of Cajun words integrated in an appendix and reading the passages aloud. The latter suggestion helps us relate to our understanding of common everyday English such as "lil-boy," and apply it to French in expressions such as *tit-garçon* or *tite-fille*. Other expressions such as *asteure* meaning *maintenant* or literally *à cette heure, eusse* signifying either *ils* or *elles* ("eux"), *vous aut* and *nous aut* for *vous* ("autres") and *nous* ("autres"), and the use of the verb *connaître* for both *savoir* and *connaître* become so common place that the reader quickly adjusts to this oral variant of French. In fact, a great activity to

help understand the important difference between oral and written language would be to translate one of the Cajun French passages into common everyday English such as "Sorry, I gotta go." There is a fascinating conversation about language between Hélène, the sociologist from Quebec, and Emery Guidry, David LeBlanc's fishing partner with the former speaking "proper" French and Emery Cajun French (pages 69-76). It is also important to note that some of the cultural descriptions involving the role of men and women, modes of transportation, the gradual loss of the French language, and many other topics occur during conversations with the local characters.

Copies of the book may be obtained by contacting *Les Éditions La Grande Marée*, C.P. 3126 siège social, Tracadie-Sheila (NB) Canada E1X 1G5; e-mail [jouellet@nbnet.nb.ca]; Web: [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. On-line discussion of this work will be led by myself and its author, Lili Maxime. Sign up at [http://calvin.ednet.lsu.edu/~aatfbook/index.php].

Robert Lafayette
[rlafaye@lsu.edu]

MOTS CHASSÉS

Sur «La Vie des mots» paru dans la *French Review*, 80.1 (octobre 2006). Le corrigé se trouve à la page 13.

I. Choisissez la meilleure réponse.

1. L'Eurostar est
 - a. une monnaie.
 - b. un train circulant en Europe.
 - c. un très bon député européen.
2. Pour avoir une réduction à la SNCF il faut
 - a. être fils unique.
 - b. avoir plus de trois enfants.
 - c. être divorcé avec trois enfants.
3. «Voyager léger» signifie
 - a. voyager sans soucis.
 - b. voyager seul.
 - c. voyager avec peu de bagages.
4. Pour ne pas payer d'amende à la SNCF vous devez
 - a. profiter du RMI.
 - b. composer votre billet.
 - c. prendre obligatoirement un T.E.R.
5. La période la plus économique pour voyager en train est
 - a. la période bleue.
 - b. la période de veille de vacances.
 - c. la période blanche.

II. Développer les sigles suivants.

1. S.N.C.F.
2. T.G.V.
3. C.M.U.
4. R.M.I.
5. C.A.F.

III. Écrivez le participe passé du verbe approprié pour compléter les phrases suivantes (faire, voir, perdre, prendre et recevoir)

1. Il a _____ le R.M.I. pendant cinq ans.
2. Quand avez-vous _____ vos bagages de la consigne automatique?
3. Tous les bagages qui ont été _____ seront réclamés dans le bureau A.
4. Les réductions de 25% ont été _____ aux étudiants.
5. La borne de compostage que nous avons _____ dans le hall de la gare a disparu.

V. Indiquez si les pronoms soulignés représentent des pronoms d'objet direct ou indirect en mettant «D» ou «I».

1. Je lui ai mis de l'argent de côté.
2. Il m'a fait une promesse de Gascon.
3. L'employé m'a demandé ma carte de réduction.
4. Il la pousse dans son fauteuil roulant.
5. La SNCF vous versera une indemnité.
6. Ne les cherchez pas sur les quais.
7. Ce billet leur donne droit à une réduction de 25%.
8. L'assurance nous versera une indemnité.
9. Ces réservations obligatoires m'irritent.
10. Il t'a vue dans le TGV.

V. Qui profite de réductions dans les trains de la SNCF? (5 réponses)

VI. Remplissez les vides avec soit ce qui ou ce que.

1. Il a mis de l'argent de côté _____ lui permet d'acheter une nouvelle Peugeot.
2. Je ne sais pas _____ ce sigle signifie.
3. _____ demandent ces salariés est exagéré.
4. Le TGV Est sera inauguré au printemps 2007, _____ mettra Nancy à une heure trente de Paris.
5. _____ dit cette brochure ne correspond pas à la réalité.

VII. Remplir les vides à l'aide de la préposition à ou de.

1. Ne pas oublier _____ composer son billet.
2. Cette allocation lui sera donnée _____ vie.
3. Il a loué son appartement _____ un malheureux.
4. Je n'aime pas voyager en période _____ grande affluence.
5. Que dire _____ cette politique étrangère stupide?

Colette Dio, Nancy, France

CHAPTER NEWS

Alabama Chapter

- The French Department of the Alabama School of Math and Sciences participated in the Senghor poetry contest sponsored by the *Consulat de France*, Atlanta. An advanced-level student of Muriel Hoequist won first prize in the contest. *Félicitations!*

Detroit Chapter



L. to R. Barbara Seeley, Mary Certa; Region VI Representative Randa Duvick (kneeling)

- The Detroit Chapter's 23rd immersion weekend for French teachers at Camp Dainava (Manchester, MI) was held in October 2006, with the theme Languedoc/Provence. Highlights included a lunch of cassoulet, a *nature morte* competition in honor of the 100th anniversary of Cézanne, and a memorial ceremony for our beloved Becky Tatter-Meyers.
- Member Suzanne Murray hosted our "Chantons Noël." A new song addition was "J'ai vu Maman embrasser le Père Noël!"

Submitted by
Cass Gorkiewicz
Chapter President

Philadelphia Chapter

- *Journée francophone* organized by Vice-President Stephanie Schechner attended by more than 230 high school students from nine schools offered French songs, skits, poster/treasure hunt, presentations on study abroad programs, and French food. Kulu Mele,

troupe of French/African dancers performed an interactive program in which students learned dances taught by Artistic Director Dorothy Wilkie. Students in attendance received T-shirts, certificates of participation, and door prizes. The event was partially funded through grants from the AATF, the French Embassy, and Widener University where the program took place.

- Sister Mary-Helen Kashuba hosted a *Petit Prince* workshop by Janel Lafond-Paquin who engaged the participants in activities. Each teacher received a packet they could use in the classroom to engage their students in activities related to *Le Petit Prince*. If you teach this book, contact Janel at [madame51@hotmail.com].

Suffolk, New York Chapter

- Invited all members to a "meet-and-greet" social hour;
- Melissa Ransford organized the annual Poetry Contest for original poetry and recitation of poetry. Plaques were awarded in recitation for First, Second, Third place, and Honorable Mention at levels IA, 1B, 2, 3, 4, 5/AP, and native speaker. In the category of original poetry.
- Sophie Sirulnick organized our first French Teachers' swap shop.

FRENCH TV ON-LINE

La nouvelle chaîne d'informations en continu (24/7) en français et en anglais est disponible et gratuite. Elle a commencé sa diffusion le 7 décembre 2006 à [www.france24.com].



L. to R.. Sister Mary-Helen Kashuba, Chapter Co-President Elaine Danford, Janel Lafond-Paquin, and Chapter Co-President Kim Marucci

DEBUT OF FREDERICKS FOUNDATION AND WEB SITE

The Fredericks family (Connie Fredericks-Malone, blues musician, Taj Mahal, Edward Fredericks, and Richard Fredericks) and friends of the late singer, Carole Fredericks, along with educators and incorporating directors (Brenda Benzin, Dr. Armelle Fée, and author Barbara Summers) have established a foundation in her memory. The Carole D. Fredericks Foundations, Inc. is a nonprofit education organization dedicated to enriching the quality of foreign language education in general and the French language in particular.

The Carole D. Fredericks Foundation, Inc. can be reached in care of Mildred C. Fredericks-Malone, 201 Park Street, Canandaigua, NY 14424; Tel: (585) 396-2995, Fax: (585) 394-8717. Ms. Fredericks-Malone serves as foundation director.

The Foundation's purpose is to provide teachers with high quality French language materials and easy to use, classroom-tested lesson plans and related methodologies. The entire Language Unit was transferred from CDF Music Legacy to the Carole D. Fredericks Foundation Inc. to ensure continued growth and development.

The musical legacy of Carole Fredericks and the trio, Fredericks Goldman Jones, will remain the central resource of authentic French language music and music videos for all the lessons. The Carole D. Fredericks Foundation, Inc. will continue to publish the *Tant Qu'Elle Chante, Elle Vit!* (2003) and *Couleurs et parfums* (2005) language units (see page 10 for ordering information).

The Foundation recently launched its Web site: [www.carolefredericksfoundation.org] that will serve as an additional resource for teachers and students of French. The Web site presents a culturally rich collection of contemporary materials for every grade level. Teachers can view "live" demonstrations of classroom lessons, download free sample lessons, and review student project ideas. A catalog of links to [Dailymotion.com] features performances by Carole Fredericks with Céline Dion, Jean-Jacques Goldman, Roch Voisine and Fredericks Goldman Jones. One-on-one television interviews with the late singer are available at the Web site. Foundation news, seminar locations, new product development and more can be found there.

The Foundation supports the effort to raise public awareness about the advantages of learning French and to promote the study of Francophone cultures.

For more information about the life and career of the late Carole Fredericks in France, please visit the CDF Music Legacy Web site: [www.cdfmusiclegacy.com].

CLASSROOM ACTIVITY

I. QUEL NOMBRE?

The following activities offer practice with number recognition. The first exercise is quite simple and focuses on aural recognition and analysis of numerical patterns. The activity requires students to write the specific numbers which have been dictated in French by the teacher and then produce the next logical numbers which occur in the sequence. The sequence can be very simple such as 13 9 13 9 ____ or 22 32 42 52 ____; it can be slightly more complicated and require a more thorough comparison of numbers such as 12 2 12 5 ____ or 14 45 40 16 35 ____.

The sequence can also be longer and require the students to analyze more extensive relationships between numbers. For example:

2	6	10	14
38	34	30	26
26	30	34	38
_____	_____	_____	_____
50	54	58	62
86	82	78	74

This example requires aural recognition of more difficult numbers and visual recognition of a more complex pattern. Students must seek numerical relationships between rows as well as between columns in order to be able to complete the missing row appropriately. If students are experiencing difficulty with the task, the teacher can guide their analysis by asking questions such as "What is the relationship between the numbers in each row?" "Is there an overall pattern which has been established between the rows which will suggest the relationship between the numbers in the missing row?" "Is there an established relationship between numbers in the columns?" "In any of the columns?" Once the numerical relationship has been seen in the last column, the last number in the missing row can be determined and the rest of the numbers in the row can be deciphered by using the pattern established earlier for row 4. Of course, if there is a student who has global vision and has noticed that row 3 is exactly the reverse of row 2, he or she might correctly suggest that row 4 is exactly the reverse of row 5!

II. QUEL NOMBRE?

The second activity focuses upon production and aural recognition of numbers from 60-99. Each student puts nine numbers on a sheet of paper, selecting two numbers in the sixties, two numbers in the seventies, two numbers in the eighties, and two numbers in the nineties. The last number must also be in the 60-99 range and must not be a repetition of one of the other

numbers.

The teacher calls upon each student individually; this student says any number from 60-99 in French. Everyone who has put that number on his or her list then removes it. The teacher records each number as it is given and tells students when a repetition has occurred. The student who repeats a number must say an additional number. The winner is the first student to remove all the numbers from his or her list. Once a winner has been determined, that student must repeat the nine numbers which were on the original list to validate the win.

III. QUI? QUE? OÙ? QUAND? POURQUOI?

This activity provides an opportunity for students to practice asking informational questions, using *qui*, *que/qu'est-ce que*, *où*, *quand*, and *pourquoi*; it also provides an opportunity for them to demonstrate their understanding of such questions. This understanding is shown by responding correctly to specific question words.

The only materials needed for this exercise are question cards and answer cards. To prepare a question card place a large blue mark in the middle of one side of an index card to indicate that the card contains a question; on the other side of the card write one of the question words in English. Prepare five specific question word cards (who, what, where, when, why) for each student. It is advisable to prepare additional cards in case they are needed. To prepare an answer card place a large pink mark in the middle of one side of an index card to indicate that the card contains an answer; on the other side of the card write a short response in English which could theoretically answer a question formulated by using one of the question word cards. Use people as possible answers for "who" questions; use noun objects as possible answers for a "what" question, etc. The answer for a "why" question is always "because." If a noun is used to designate a place and thus answer a "where" question, a preposition must be included with it on the answer card (ex. "at the library") in order to show that the card answers a "where" question and not a "what" question. Make an answer card per question category per student (person, noun object, place, time indicator, "because"). It is also advisable to prepare a few additional cards in case they are needed. The activity requires five question cards and five answer cards per student.

The goal of this exercise is to earn a completed set of "who," "what," "where," "when," and "why" question and answer cards. Place two students at the teacher's

desk to distribute additional cards as they are needed. One student will hand out the question cards; the other student will hand out the answer cards. The cards will be placed on the desk with the color side visible. Begin the activity by distributing three cards per student. These cards may be two question cards and one answer card or vice versa. Do not include an automatic match in the original distribution; matches must be earned. During the activity students will walk around the room, engaging another student in conversation. Student A will use one of his English question cards as the basis for asking an original question in French. Student B will look at her cards. If the information on one of her cards is an appropriate response to the specific question word which was just asked, she will use this information to reply to the question in French. Since it is impossible to foresee what questions the students will ask, answers must respond appropriately to the specific question word and not the question itself. Thus, if Student A has a what question card, he can ask "Qu'est-ce que tu regardes?", "Que manges-tu?", etc. If Student B has a "house" on her answer card, she can use *une maison* as an acceptable response for either of the above questions, since it is the answer for a "what" question. She can say "Je regarde/mange une maison" and a match will occur. Answers do not have to be logical; they merely have to respond to the question word asked. Unexpected question and answer combinations are inevitable and can introduce humor into the activity. When a student does not have an appropriate answer card to respond correctly to a specific question word, he or she must say "Je ne sais pas."

Once a match has been made, the student who provided the answer will give the card to the student who asked the question. This match is permanent. No one can "steal" either card in the set. The students must always have at least one question and one answer card. When they run out of either, they must obtain a replacement from the appropriate student facilitator. The students who request an additional card must use the specific card they are given, and it is at this point that the element of chance enters the activity. If, for example, the student has already made a match with *pourquoi* and obtains another "why" card when making the request for a replacement card, he or she must again make a match with *pourquoi* before obtaining a replacement card in a different question or answer category.

The winner is the first student to obtain a completed set of "who," "what," "where,"

AATF NATIONAL COMMISSIONS

“when,” and “why” question and answer cards or the one who has obtained the greatest variety of category matches when the time limit has been reached. The winner must verify the matches by using the completed set of cards to ask and answer an appropriate question for each category.

While the students are engaged in the questioning procedure with their partner, the teacher must circulate and listen to the conversations, making sure that French is being used by all participants. He or she should also verify the fact that the students who have an answer card actually answer the question. It is quite common for students who have an answer card to surrender it as soon as they hear the question word. Although this behavior demonstrates that they have understood the question, it also suggests that they are avoiding the questioning and answering procedure.

All the above activities were contributed by Nancy K. Stump, Marshall University, WV [stump@marshall.edu].

2007 AATF LUDWIG EXCELLENCE IN TEACHING AWARD WINNERS ANNOUNCED

We are pleased to announce that the 2007 winners of this award are University Level: **Dr. John Patrick Greene**, University of Louisville, KY, and at the High School Level: **Teresa Watts Lambert**, Lafayette High School, Lexington, KY. The awards will be presented at the Awards Banquet during the AATF Convention in Baton Rouge. Each recipient will receive a framed certificate, a one year complimentary membership in the AATF, a one-year subscription to *Le Français dans le monde*, and a cash award. The Excellence in Teaching Awards are sponsored by former AATF Region I Representative and Honorary Member Robert Ludwig. The recipients will be featured in a lengthier article in the fall.

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AATF MEDALS

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

Name _____ Telephone: (Home) _____

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

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

TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

STUDENT VIDEO PROJECTS

Student video projects are a fantastic way of putting language learning into the hands of students. By having them write, shoot, and edit their own films, students are not only intellectually challenged, but they report a higher level of motivation because of the creative, personalized nature of the project. In building linguistic competence, they also gain confidence in their language abilities. Students often report having fun with the language, since they are able to use it in a non-classroom context that feels more "real;" this extended group work also results in a greater sense of class community. Finally, in exploring the genre of cinema and becoming proficient in a new technology, students engage in an interdisciplinary project that reflects the goals of many schools and universities—which can help you find the technical and administrative support necessary for a successful project!

While the basic goals of most video projects will be similar, student-created films can be used in a variety of ways in the foreign language classroom. Students can create an advertisement, generate a newscast, demonstrate or teach a concept, tell a story, recreate an historical event, construct an autobiography, make a documentary, and so on, with each idea reflecting a different level of involvement by both faculty and students. In addition to assessing initial project goals, then, there are several factors to consider when it comes to planning such a project:

- length of the film desired (two minutes for an ad or ten to tell a story?)
- location of shooting (will students film in a classroom, on campus, or out in their community?)
- involvement in editing process (how much will you encourage creative editing and special effects?)
- time devoted to project (considerable classroom time and student meetings are needed to support the development of such a project—how flexible is your syllabus?)
- technical support (can your language lab or technical staff train and consult with students on filming and editing?)
- archiving (what will you do to showcase the finished products? a Web site? a film festival? DVDs?)

Sample project

We piloted such a video project this past fall at Duke University. Students across all six sections of the fourth-semester advanced-intermediate French language course created 8-10 minute *courts*

métrages based on texts we analyzed in class. Working in self-selected groups of 3 or 4 (depending on class size), each student was expected to engage in all aspects of the process, from script-writing to filming to editing. The specific assignment was to retell or update a story that we had studied; by relating the films to the course content, students thus sharpened their reading skills by closely rereading texts for character details. Groups were given considerable freedom in how they adapted texts: one chose to update an 18th-century African legend to reflect a local basketball rivalry, another adapted Maupassant's "La Parure" by changing Mathilde into a work-study student who borrows a wealthy student's fake Rolex for a party (only to lose it), while another documented how the *Petit Nicolas* characters had grown up and were coping at the university. Despite this creative latitude, students were expected to stick to certain rules: to make concrete allusions to the texts studied in class, to incorporate relevant vocabulary, and to stay in character. Scripts were approximately five pages, which allowed time for extended dialogue between characters as well as short music clips and panning shots. Individual classes voted on their best films, which were presented at a film festival that was attended by all sections of the course. Students were encouraged to dress up and were surprised to find the auditorium transformed into a film festival atmosphere, complete with red carpet, paparazzi, and sparking cider and desserts. Faculty judges voted on the best film in a variety of categories (*prix d'interprétation féminine, meilleur scénario*, etc), with local restaurants and cinemas donating prizes to winning students.

This unit on filmmaking is embedded in the context of the course, which focuses on how texts are interpreted through different mediums. During the first part of the semester, students read a variety of texts (cartoons, songs, poems, short stories, films, a novel), which have been chosen for the multiple ways in which they can be pedagogically exploited: for grammar, for thematic content, and for the availability of an audio or video version of the text. To help prepare students for the film work they do later in the semester, we digitized audio or visual excerpts of each text so students would begin to work on textual adaptation and representation; our goal here was to bring the texts alive by having students access more of their senses when they read. In addition to reading several *Petit Nicolas* short stories, for instance, they also listened

to the stories read aloud and analyzed Sempé's drawings of certain scenes. When we read the novel *M. Ibrahim et les fleurs du Coran*, they completed listening comprehension exercises based on audio clips read by the author and then analyzed video clips of the cinematic version. These additional versions of the texts not only reinforced what students had read, but also provided discussion points about what is added by the reader of the text.

Logistics

When students began the cinema project, they were used to thinking about the variety of ways in which a text may be adapted. After an introduction to cinema and its vocabulary (looking at *prises de vue*, special effects, and so on), students began to work on their own scripts. In-class time was devoted to script-writing and storyboarding, to give direction and save time when it came to shooting the film. Students then sent their scripts to their instructors, who provided written feedback and grammar corrections. Several days later, groups met with their instructors for 30-minute meetings to read their scripts aloud and correct any pronunciation errors as well as go over any questions about the storyboard (where to insert songs, titles, and any special effects such as split screen shots or flashbacks). All meetings were conducted in French. After this meeting with the instructor, students were ready to begin filming. Many stayed on campus to film their shorts, but some students ventured as far as the airport to capture a character arriving on campus.

Technical Support

Our Center for Instructional Technology supported the project with a digital video grant. Each group of students received a camera and tripod for two weeks, as well as a hard drive so they could work on different computers throughout campus. Students edited their movies using the Mac iMovie program, which was available at various computer clusters throughout campus. We spent one 50-minute class period training students on camera use and introducing them to general editing skills. After this initial session, students worked on their own but were able to consult with language lab and multimedia staff members for help with editing and burning their final projects onto DVD.

Assessment

Grades were based on quality of script and storyboard, grammar and vocabulary, pronunciation, interpretation of their character, and technical aspects of the film. Stu-

dents received graded feedback throughout the project as well as a final grade. They were also required to complete a final evaluation of their group, which helped to tease out any problems or imbalances that may have occurred during group work.

Outcomes and Challenges

While the technology learning curve was surprisingly easy to overcome, the tendency for students to procrastinate did create some challenges for them. We circumvented much of this by having groups complete parts of the project on a time-sensitive calendar, but there was no way to control the filming, and some groups reported staying up all night to edit their movies. For the teaching faculty, it was important to be highly organized and yet remain flexible: some students needed significantly more help on pronunciation, so meetings went longer, and in some cases students submitted digital oral recordings for additional feedback. Other groups needed more direction and had to significantly rewrite their scripts, meaning more grading. Finally, some students took to improvisation while filming, which meant that the level of language produced did not match our expectations. Despite these minor challenges, both faculty and students were extremely positive about the project, proud in particular of the way students synthesized course materials and language to develop a product of their own creation.

For an article on the video project and the winning video, please see [www.dukenews.duke.edu/2006/12/clotaire.html].

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AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.70 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [address@frenchteachers.org].

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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!



2007 AATF ANNUAL CONVENTION
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Le Baseball

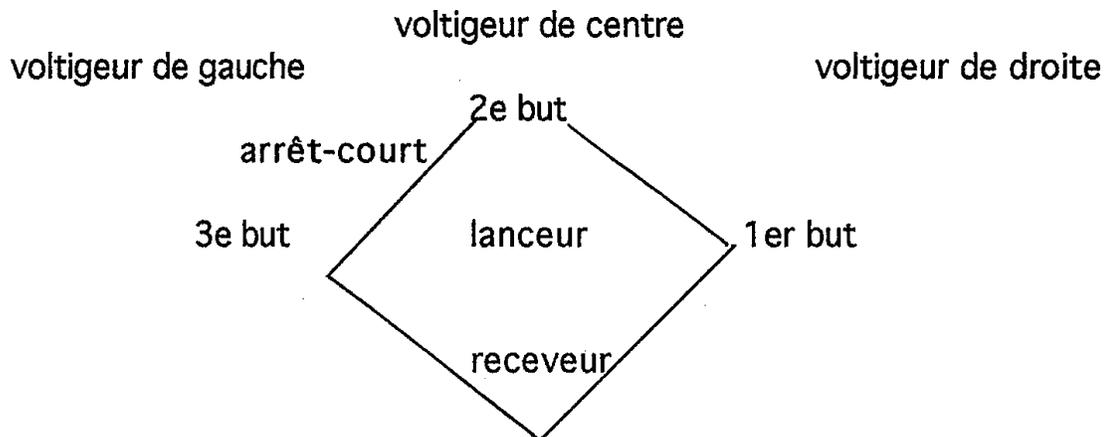
It was with great sadness that I was forced to accept the extinction of the baseball team in Montreal! As a passionate supporter of both the French language and the sport of baseball, it was the one place where I could meld the two together. However, there are more and more local baseball clubs popping up in villages and towns around Canada and France to justify embracing the vocabulary. **Un match de baseball** can be a wonderful vehicle for review at any level of French learning. The only time commitment is the initial preparation of question cards.

Begin by setting up the baseball diamond on your classroom floor, **le terrain**. Mark off the bases, **les buts**, and for fun, create the players' positions on card stock with ribbons to hang around the students' necks. Divide your class into two teams, **les équipes**, and send half into the field and the other half will "bat." If your classes are small, just label the field positions (see below) and everyone just bats. Competition will be individual rather than team competition, which is fine, too.

For younger children, the teacher is the pitcher, **le lanceur**. Older children can take turns "pitching" which is reading the questions to the batter, **le frappeur**. Prepare a set of cards with material you wish to review. Indicate on each card if it is worth a single (one base), **un simple**; a double (two bases), **un double**; or a triple (three bases), **un triple**. The most difficult questions would be for a home run, **un coup de circuit**. An incorrect response is an out, **un retrait**, and a correct answer is a hit, **un coup sûr**, and the batter advances to the base. You can mix in a few cards for surprise, especially if the students will know the material well and not make an out by not knowing an answer. An out on a fly ball is **un retrait sur un ballon**. A double play, **un double jeu**, would put out the batter and a runner on base. A strike out is **un retrait sur trois prises**. You can decide how many outs, **les retraits**, you wish before changing the team at bat, although I prefer to just have everyone bat. The teacher can keep score, or you can assign the job to a student. When you are ready to begin, shout "**Au jeu!** (Play ball!)" Your pitching cards can be just vocabulary, numbers, dates, time, or questions. Once you have the materials prepared you can use the game for a few minutes at the end of class or for a solid part of your class. I have used this as a way to challenge the Spanish classes, with the Spanish teacher preparing cards in Spanish. It's a wonderful way to bring the language classes together and create some healthy competition. **Au jeu et amusez-vous bien!**

Do you have a game that you have adapted to your French classes? We invite FLES* and middle school teachers to share ideas, classroom gimmicks, and games for oral interaction. Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027.

Elizabeth Miller
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NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2007 is "La Francophonie: Des amis du monde entier/ Francophonie: Friends Around the World."

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2007.**

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

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2007. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, and AATF chapter name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Theme relevance, originality, written expression.

ten on the back of the poster. Submissions with incomplete information will not be judged.

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

POSTER CONTEST

Deadline: Postmarked by **October 15, 2007.**

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

Guidelines: The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2007. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, and AATF chapter name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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

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

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



NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



The following items are available from AATF at cost for promoting National French Week. Order early! Prices for promotional items include first class postage. Rush delivery available for an additional charge.

	Quantity	Total
Bumper Stickers: National French Week: November 2-8 [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 2 au 8 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (a 20% savings)	_____	_____
Invitations: Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [5 invitations & envelopes for \$1]	_____	_____
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T-shirts (blue with white logo design)	_____	_____
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Send this form with payment to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org]. Direct questions to [aاتف@frenchteachers.org].

NATIONAL FRENCH WEEK 2007

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

Special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts) are still available for distribution (see page 15). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

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

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

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

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

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 5-11, 2007-08



NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2007 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- If you have not already done so, request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 46) or National French Week items (page 22);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START
NOW!**

ACADEMIC CREDIT FOR THE 2007 CONVENTION IN BATON ROUGE

The AATF is pleased to be able to offer 2007 Baton Rouge Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$115. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 12 and concluding on Sunday, July 15, 2007.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday, July 12.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
 - ◆ FLES*

- ◆ French and Francophone Cultures
- ◆ French heritage in North America
- ◆ Literature
- ◆ Language Learning
- ◆ Teaching Techniques
- ◆ Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - 1) A summary and critique of each session;
 - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
 - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2007**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 25-26. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly formerly of Webster University [bkennelly@calpoly.edu].

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 25-26) is required (\$25 per workshop).

W116: Babar, Madeline, Bécassine, Caroline: une mine d'histoires enfantines!

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

Découvrir des stratégies d'exploitation, prêtes à utiliser pour quatre contes. Jeux et d'activités, suggestions pour rendre ces contes vivants et des exemplaires du travail des élèves. Un dossier complet pour chaque participant! (Thursday, July 12: 2-5 p.m.)

W258: Where in the World Did Carmen Sandiego Go? Improving Geographical Literacy

Intervenante: Lorin Pritikin, Francis W. Parker School (IL)

Geographical literacy is more than knowing where places are on a map. This workshop will provide units on the Francophone world that model how to infuse art, music, literature, and film for improving geographical literacy. (Friday, July 13: 1:30-4:30 p.m.)

W358: Developing a Semester-Long Module/Virtual Odyssey on/to Cameroon: Francophone Africa at its Best

Intervenant: Daniel Noren, Ferris State University (MI)

Cameroon, a former French colony with over 200 ethnic groups and covering geographical areas of semiarid to near desert terrain, to lush mountain highlands and

lowland tropical rain forests, represents a laboratory for a mind-opening odyssey in diversity. Hands-on materials that can be used in the classroom will result in a deeper appreciation and acquisition of the French language by our students and will engage them in the lifelong adventure of becoming world citizens. (Saturday, July 14: 1:30-4:30 p.m.)

W415: Member Recruitment Workshop

Intervenants: William Thompson, University of Memphis, Jean-Pierre Berwald, University of Massachusetts-Amherst, and Alice Cataldi, University of Delaware

Chapter presidents, officers, and interested AATF members are encouraged to attend this workshop on strategies for recruiting new AATF members. How can individual chapters increase their membership? What do new and current French teachers who are not members need to know about the benefits of AATF membership? Become an ambassador for the AATF. (Sunday, July 15: 8:30-11:30 a.m.; free of charge to current chapter officers)

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

SECOND AATF ADMINISTRATOR OF THE YEAR CHOSEN



L. to R. Dr. David Hook, AATF Houston Chapter President Janet Smith, Megan Esteb

We are pleased to announce that Dr. David Hook, Principal at Fort Bend Baptist Academy in Sugar Land, TX has been chosen as the 2007 AATF Administrator of the Year. The award is cosponsored by the AATF, Concordia Language Villages, and the French Embassy. The recipient receives a framed certificate and a stay at Concordia Language Villages to be awarded to a student in his school. Dr. Hook's award was officially presented at the Houston Chapter's spring meeting in January with about 45 members in attendance. Among them were many past AATF Houston Chapter Presidents. Megan Esteb, a French 3 student at Fort Bend Baptist Academy, has been chosen to receive the scholarship to Concordia Language Villages, and will spend two weeks this summer at the Turtle River Lake Village in Bemidji, MN.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

80th ANNUAL CONVENTION: BATON ROUGE, JULY 12-15, 2007

Please print all information.

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

Address: _____

City: _____ State/Province: _____ Zip: _____

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

Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, opening wine and cheese reception, Bastille Day reception, special evening session and film showing, *dictée*, and a *mallette du congrès*. Pre-Registration will be accepted if postmarked by **June 8, 2007**. After this date, late registration will apply.

- | | | |
|---|-------|-------|
| • Early Bird Registration fee (if postmarked by May 1) | \$150 | _____ |
| • Regular Preregistration fee (if postmarked by June 8) | \$175 | _____ |
| • Full Regular Registration (if postmarked by June 8, available only to regular registrants; those in other categories should register for optional activities separately)
(also includes Welcome Luncheon, Awards Banquet, Museum excursion, Lili Maxime concert & tee-shirt) | \$260 | _____ |
| • Late or on-site registration fee (after June 8) | \$250 | _____ |
| • Emeritus registration (must be an AATF Emeritus member) | \$75 | _____ |
| • Student registration (proof of student status must accompany this form) | \$75 | _____ |
| • Registration for Louisiana teachers residing in hurricane-affected areas
(includes only basic registration, does not include workshops or optional activities) | \$0 | _____ |
| • Friend/Guest of AATF member (must not be a French teacher) | \$100 | _____ |

Please provide name of friend/guest(s) _____

- | | | |
|---|------------------------------|-------|
| • 2007 Membership in AATF (required if you are not already a member for 2007) | \$45 US | _____ |
| • 2007 First-time membership in AATF (if you have never been an AATF member)
(This offer is good only on pre-registration. It will not apply on-site.) | \$0-included in registration | _____ |

SUB-TOTAL REGISTRATION FEES: _____

WORKSHOPS

Descriptions of the workshops can be found on p. 24 of this issue.

- | | | |
|--|------|-------|
| Thursday, July 12 (2:00-5:00 p.m.) | \$25 | _____ |
| W118: Babar, Madeline, Beccassine, Caroline: une mine d'histoire enfantines! (Janel Lafond-Paquin) | | |
| Friday, July 13 (1:30-4:30 p.m.) | \$25 | _____ |
| W258: Where in the World Did Carmen Sandiego Go? Improving Geographical Literary (Lorin Pritikin) | | |
| Saturday, July 14 (1:30-4:30 p.m.) | \$25 | _____ |
| W358: Developing a Semester-Long Module/Virtual Odyssey on/to Cameroon: Francophone Africa at its Best! (Daniel Noren) | | |
| Sunday, July 15 (8:30-11:30 a.m.) | \$25 | _____ |
| W414: Member Recruitment Workshop (William Thompson, Jean-Pierre Berwald, Alice Cataldi)
(This workshop is open free of charge to current Chapter Officers) | | |

SUB-TOTAL WORKSHOP REGISTRATION _____

LE FRANÇAIS M'OUVRE LE MONDE: LA BELGIQUE

Welcome to Belgium! The Web sites provided below offer a host of possibilities for planning your lessons. Exploring this Francophone country will provide food for thought and a new context for applying the 5 C's. The students who do not always appreciate intellectual nourishment do enjoy, nevertheless, foods, that are associated with various countries. In this case, the *gaufre* recipes (page 57) offer material for lexical, cultural and grammatical lessons. In addition, they serve as a means for reinforcing mathematical concepts and practices. Most importantly, however, in the eyes of the students, they provide an alternative to the *crêpes* they have been savoring since their introduction to the French language and culture. Why not try *gaufres* with *crème Chantilly* for a change! *Rien que d'y penser, cela me met l'eau à la bouche!*

Liens – Références sur la Belgique

Le site officiel de l'office du Tourisme Belge aux États-Unis et au Canada: [www.visitbelgium.com], et plus particulièrement les pages

- Festival et carnaval [www.visitbelgium.com/festivals.htm]
- Histoire [www.visitbelgium.com/historyofbelgium.htm]
- Données générales [www.visitbelgium.com/factsfigures.htm]
- Saviez-vous que? [www.visitbelgium.com/didyouknow.htm]
- Recettes belges [www.visitbelgium.com/recipes.htm]
- Demander des brochures ou des posters [www.visitbelgium.com/brochure.htm]

Le site de CERAN LINGUA, pour apprendre le français en Belgique [www.ceran-us.com].

Chanteurs ayant un répertoire en langue française (liste non exhaustive--liens choisis pour la richesse des artistes et du contenu de leur site Internet):

Contemporains:

- [www.axelle-red.com]
- [www.sttella.be]
- [www.maurane.com]
- [www.lara-fabian.fr]
- [www.adamosalvatore.com]
- [www.philippelafontaine.com]
- [www.universllo.com]

Décédés:

- [www.jacquesbrel.be]
- [www.singingnun.net]
- [www.amisdepierre.be]

Fiches d'activités pour analyser certaines de ces chansons en classe: [www.tv5.fr]. rubriques accueil > enseignants > apprendre en musique

Littérature et Bande dessinée

- [www.geluck.com] des dessins humoristiques dans les quotidiens et en ligne
- [www.tintin.be] par Hergé
- [www.bouletbill.com] créé par Roba rubriques vidéo et BD)
- [www.schtroumpf.com] par Peyo
- [www.urbicande.be] par François Schuiten et Benoît Peeters
- Avec les «Adorables», Anne-Catherine partage avec nous chaque semaine les joies et les tracas de nos adolescents [www.liguedesfamilles.be/default.cfm?page=ll/ado]
- Maurice Maeterlinck, prix Nobel de Littérature en 1911 pour «L'oiseau Bleu»; auteur également de *Pelléas et Mélisande*, «La vie des abeilles»; «La vie des termites»
- Georges Simenon auteur de nombreux romans policiers mettant en scène le commissaire Maigret [www.libnet.ulg.ac.be/simenon.htm]
- Amélie Nothomb est une jeune romancière qui trouve son inspiration dans l'excitation et dans l'angoisse, à la frontière entre le réel et l'irréel.
- Le [www.prixfarniente.be] propose aux adolescents de lire cinq livres par an, puis de donner leur avis et de rencontrer les auteurs. Livres sélectionnés avec soin.

Cinéma - film

Liste non exhaustive de films de cinéastes belges, tournés en français, primés et pouvant être exploités en classe

- *Hop*, Dominique Standaert, 2002.
- *Toto le héros*, Jaco Van Dormael ; 1991
- *Le Huitième jour*, Jaco Van Dormael ; 1995.
- *C'est arrivé près de chez vous*, 1992, Film de R Belvaux, A Bonzel et B Poelvoorde. Ce film à l'humour très décalé a révélé l'acteur belge [www.benoitpoelvoorde.be].
- *Le maître de musique et Farinelli*, G. Corbiau; 1988 et 1994.
- *Ma vie en rose*, A. Berliner; 1997.
- *Les Convoyeurs attendent*, B. Mariage; 1999.
- L'ensemble de la filmographie des frères Dardennes: films sur les conditions de la classe ouvrières dans les régions pauvres et industrielles de Belgique.

Divers

- Pour une liste complète des artistes et œuvres belges [www.califice.net/belge]
- Leçons de grammaire, feuille d'exercices toutes prêtes. Les professeurs belges du secondaire mettent en commun leurs leçons ici:

[www.enseignons.be/secondaire/liens-secondaire-29-5.html].

- Des références, des contacts, des liens sur le site officiel de l'enseignement de la Communauté française de Belgique [www.enseignement.be].

Belgian Tourist Office [www.visitbelgium.com]; [info@visitbelgium.com]; 220 East 42nd Street, Suite 3402, New York, NY 10017; telephone: (212) 758-8130.

Note: This rubric was prepared by Alice Cataldi, Region IV Representative; [acataldi@udel.edu]. See recipes on page 57.

LE GRAND CONCOURS REGIONAL STAR AWARD

We are pleased to announce that *Le Grand Concours* will award nine \$500 scholarships to winners of the 2007 National French Contest! One scholarship has been earmarked for each region of AATF. The scholarships are meant to be a meaningful prize that should be used to further the students' study of French. The grants can be used to fund courses for additional language study or tutoring, summer language camps, or college course work in French. Other uses may be approved, but must directly relate to French.

Eligibility:

1. **NATIONALLY** ranked winners in *Le Grand Concours* 2007
2. **PARTICIPATION** (not necessary to rank!) in at least one other *Concours* prior to 2007
3. Student plans to continue study of French

Application procedure:

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

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

Le Grand Concours

P.O. Box 3283

St. Charles, IL 60174

[www.frenchteachers.org/concours]

[legrandconcours@sbcglobal.net]

HIGHLIGHTS OF THE 80th ANNUAL CONVENTION, JULY 12-15, 2007

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 24 for requirements and registration information. You may register using the Convention Registration Form on pages 25-26. (\$115 for one graduate hour)

Hotel

The convention will take place at the Holiday Inn Select Hotel in Baton Rouge. The rate we have negotiated is \$86 plus 13% taxes, single or double occupancy. To make your reservation, call 1-225-925-2244 (8 a.m.-6 p.m. Mon.-Fri.), or after hours call 800-678-4065. Reservations may also be made at [www.hiselect.com/execcenterbtr], Promotion Code K96. Be sure that you mention the American Association of Teachers of French to receive the group rate. The deadline for reserving a room is **June 8, 2007**.

Roommate List

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

Ground Transportation

The approximate cost for shuttle service from the Baton Rouge airport to the hotel is approximately \$14 one-way. A transfer by taxi will take 15 minutes and cost approximately \$21 one-way. Baton Rouge is also located about 90 miles from New Orleans International Airport.

Program Highlights

Dictée (Friday, July 13)

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

Other Activities

Welcome Luncheon

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

The Welcome Luncheon has become a popular feature of our convention. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. Menu: salad, breast of chicken Parmesan with linguini, steamed fresh broccoli, fresh baked fruit cobbler; \$30 per person. (Spouses and guests welcome; preregistration required).

Exhibit Opening

(Thursday, July 12, 4:00-7:00 p.m.)

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

Concert by Lili Maxime

(Thursday, July 12, 9:00 p.m.)

Lili Maxime, author of *Ouragan sur le Bayou*, a 2007 AATF Book Club selection, is also an accomplished singer. She was born in the village of Peribonka on the shore of Lac Saint-Jean in rural Quebec and began singing as a teenager. She has an undergraduate degree in social service from the *Université Laval* and a master's degree in sociology from York University. During her studies she worked as an assistant in Francophone Louisiana with a team studying the French language and culture. (Preregistration recommended; tickets available on site on a space available basis.)

Bastille Day Reception

(Saturday, July 14, 5:30-6:30 p.m.)

Everyone is invited to a reception to celebrate the French *fête nationale*. Hors d'œuvres will be served. Open to all AATF conference registrants and their official guests.

AATF Awards Banquet

(Saturday, July 14, 7:00-10:00 p.m.)

Join us as we honor the achievements of our members during 2007. Following the banquet and awards presentation, *les Danseurs de la Capitale de Baton Rouge* will perform and then teach participants Cajun dances. Menu: salad, Pesto grilled salmon with rice and broccoli, Mississippi mud pie, wine; \$45 per person (Spouses and guests welcome; preregistration required).

The Cajun Dancers promote Cajun culture, language and music through dance. They are proud of their heritage and enjoy sharing the *joie de vie* for which the Cajuns are famous. The group consists of twelve couples, ages forty something all the way to seventy plus! The troupe is sponsored by the Baton Rouge chapter of the Cajun French Music Association, made up of chapters across South Louisiana and Texas.

Excursions

Pre-convention excursion to New Orleans

(Wednesday, July 11, 7:30 a.m.-10:00 p.m.)

Departure from the hotel by bus on a guided tour. Visit historic Oak Alley Planta-

tion, a National Historic Monument, with its 1/4 mile alley of 28 live oak trees. Head to New Orleans to enjoy a two-hour narrated cruise of the Mississippi on the Natchez Riverboat with magnificent views of the city (cruise includes lunch). Follow this with a guided bus tour of New Orleans and a stop at Blaine Kern's Mardi Gras World (warehouse of the world's largest float building company). Dinner is included at the Court of Two Sisters in the French Quarter. Free time in the evening to visit Bourbon Street, the St. Louis Cathedral, and stroll the French Quarter. In French whenever possible. \$200 per person includes transportation, entry fees, guide fees, lunch, dinner, taxes and gratuities; guide gratuity not included. (Spouses and guests welcome; preregistration required).

LSU Rural Life Museum

(Friday, July 13, see registration form for times)

The life-styles and cultures of preindustrial Louisianians are recalled at the Louisiana State University Rural Life Museum. Morning and afternoon excursions are planned for the guided tour of this unique museum. Transportation and entrance fee are included. The visits will be conducted in French. Registrants will be assigned on a first come, first served basis to their preference of morning or afternoon visits; \$20 per person. Tour in French. (Spouses and guests welcome; preregistration required). For more information visit [<http://rurallife.lsu.edu>].

Post-convention excursion to Lafayette/Cajun Country (Sunday, July 15, 11:30-10:00 p.m.)

Depart from the hotel on a guided bus tour (box lunch provided). Head to historic St. Martinville to discover Evangeline's oak as well as the St. Martin de Tours Church. Other visits include the Acadian Village outdoor folk life museum, the Alexandre Mouton Home (the "Mardi Gras" room contains costumes of past kings and queens of Lafayette's Mardi Gras), and St. John's Cathedral with its magnificent 500-year-old oak in Lafayette. See the I-10 interstate, an engineering marvel, from underneath as you look for alligators on the Atchafalaya Swamp Tour. Wind up the day with a *Fais Do-Do* at a local Cajun restaurant featuring live music and dancing. \$140 per person includes transportation, entry fees, guide fees, lunch, dinner, tax and gratuities; guide gratuity is not included. In French whenever possible. (Spouses and guests welcome; preregistration required).

80^{ÈME} CONGRÈS ANNUEL DE L'AATF

PROGRAMME PRÉLIMINAIRE

Le programme qui suit constitue une liste prévisionnelle des sessions au programme du congrès. Les textes descriptifs ont été très abrégés. Vous trouverez le texte complet des résumés ainsi que tous les renseignements les plus à jour en ligne à [www.frenchteachers.org]. Les jours de présentation sont indiqués, mais ces déterminations ne sont que provisoires et risquent de changer. Vérifiez en ligne le programme final. Workshop descriptions can be found on page 24.

Sessions: jeudi 12 juillet après-midi

Session d'honneur

S110: La Louisiane, les Cadjins et la langue française: Propos d'une écrivaine-sociologue québécoise
Intervenante: Lili Maxime

E111: La Situation politique au Québec et les programmes offerts par le gouvernement et les écoles de français québécoises
Intervenant: Yanick Godbout, Gouvernement du Québec

Aperçu de l'actualité politique québécoise suivi d'une discussion des programmes.

E112: Communication from Beginning to Mastery
Intervenante: Veronique Lynch, Mary Institute & St Louis Country Day (MO)

Comment trouver des moyens pratiques de commencer une conversation à tous niveaux.

E113: Observation et interprétation du non-verbal pour une communication optimale
Intervenante: Frédérique Paugam, Centre international d'Étude des Langues
Comment intégrer l'interculturel dans les activités pédagogiques.

E114: Teaching French to Students with Learning or Behavioral Difficulties: Overcoming the Hurdles, Seizing the Opportunities
Intervenant: Frédéric Fovet, Collège Northside (Québec)

Overcome hurdles in teaching foreign languages to students with learning/ behavioral difficulties in an inclusive classroom.

S115: Kick Off of the AATF / French Embassy PR Campaign
Intervenantes: Marie-Christine Koop, University of North Texas, et Jayne Abrate, Secrétaire générale de l'AATF

Presentation of the professionally-developed PR campaign for French.

Session semi-plénière

Vers la documentation et la revalorisation du français louisianais

Intervenants: Albert Valdman, Indiana University, Barry Ancelet, University of Louisiana-Lafayette, Thomas Klingler, Tulane University, et Amanda LaFleur, Louisiana State University

Lors de cette session seront décrit et illustrés plusieurs produits d'une recherche entreprise par une équipe inter-universitaire en Louisiane. L'on fera écouter des échantillons de parole louisianaise ainsi que des entrées d'un dictionnaire bilingue (français louisianais-anglais). Seront décrites ensuite des actions entreprises pour faire valoir la culture qui s'exprime par les variétés linguistiques locales et pour créer une littérature endogène. La session se terminera par des considérations d'ordre pédagogique.

E121: France: Destination jeunes!
Intervenants: Jean-François Pouget et Nancy Anderson, French Government Tourist Office

Découvrez une sélection de séjours ainsi que des outils pédagogiques réalisés par des sites touristiques.

AATF Commission for the Promotion of French

C122: Promoting French: Collaborations and Innovations
Intervenantes: Joyce Beckwith, Wilmington Public Schools, Rita Oleksak, Glastonbury Public Schools, et Christine Lanphere, 2007 ACTFL Teacher of the Year

What challenges do we face on the national level? How can each of us make a difference?

S124: Virtual Museum: A Technology Enhanced Professional Development for Teachers of French
Intervenants: Denise Egéa-Kuehne, Arnaud Sgambato, Sophie Warny, et Bernard Dubernet, Louisiana State University

A professional development program whose goal is to offer a series of compressed video workshops aimed at increasing the amount of science content in immersion and elementary classrooms and at improving classroom practice in content-based teaching.

E125: From Acadian to Cajun, The Eiffel Tower and the Statue of Liberty: Le Français aux États-Unis
Intervenants: Karen Traynor et Bill Traynor, Tralco-Lingo Fun

Discover elements common to the Eiffel Tower and Statue of Liberty. Explore how a gift became a symbol of freedom.

Sessions: vendredi 13 juillet matin

S210: Parlons art: Développez une meilleure expertise langagière et interculturelle
Intervenantes: Isabelle Colard-Tyler, Private Language Instructor, et Caren Colley, Catholic University of America

Découverte d'œuvres d'art dans le contexte d'un partenariat avec les musées locaux.

S211: Digital Writing to the Rescue: How E-mails, Chats, Threads, and Blogs Prevent Writer's Block for Intermediate French Students
Intervenante: Marie-Madeleine Schein, Texas Christian University

Demonstration of different types of tasks accomplished through digital writing tools that help writers build communicative competence.

S212: Passing for French in Les Quarteronnes de la Nouvelle-Orléans by Sidonie de la Houssaye
Intervenante: Christine Harris, Louisiana State University

Discussion of the role of French and French-ness as determinants of racial and national status for the author and her heroines.

E213: France Under the German Occupation: Memoirs, Movies, and Music
Intervenantes: Joanne S. Silver, Beach Lloyd Publishers, LLC, et Barbara P. Barnett, Agnes Irwin School

Introduction to works which focus on memoirs, survivor testimonies, films, and period music.

S214: If You Can't Beat 'Em, Join 'Em: The Ciné-Club in the Intermediate French Classroom
Intervenante: Kelly Sax, Indiana University

Creation of a Ciné-Club to broaden students' cultural and linguistic exposure while teaching media literacy.

S215: Contaminated by Comedy: Religious Theatre of a Fourteenth-Century Guild

Intervenante: Susan Stakel, University of Denver

A study of the intersection of the sacred and the profane in the *Miracles de Notre Dame par personnages*, a collection of plays produced for the annual feast day celebration of a confraternity of the Parisian goldsmiths' guild.

S216: Teaching the Pragmatics of Second-Person Pronouns through Film

Intervenant: Lawrence Williams, University of North Texas

Analysis of the use of *tu* and *vous* in four French films and in the French-language subtitling and dubbing of four American films.

S217: What Can Be Learned in a Month Abroad? Student Perspectives of a Short-Term Non-Traditional Internship Program in France

Intervenante: Terri Schroth, Louisiana State University

A study of participants' perceived impact and acquisition (linguistic, social, professional, and intercultural) of the experience abroad on a short-term internship and immersion program.

S221: From Jacques Brel to MC Solaar: Using Popular Music in the French Classroom

Intervenante: Tara Ellsley, Nova Southeastern University (FL)

Demonstration of a variety of strategies using music to address curricular objectives including vocabulary, grammatical, and cultural topics.

S222: Lessard-Bissonnette's *Canuck*: A Novel of Dis-location

Intervenante: Cynthia Lees, University of Delaware

The history of the French in New England emerges as inseparable from their settlement in place in this Franco-American novel and its exploration of dis-location and border spaces.

S224: Rocks of Ages: Holy Puys in Le Puy-en-Velay

Intervenante: Judith Jeon-Chapman, Worcester State College (MA)

A virtual pilgrimage to Le Puy-en-Velay. Druids, Gallo-Romans, and Christians in this remote valley in Auvergne devoted the city's volcanic spires to holy uses.

S225: Villon's Ballad of American Icons: On Mythamorphosis and Reception History for "Testament 329-56"

Intervenant: Robert Peckham, University of Tennessee at Martin

How the collection of cultural icons in Villon's "Ballade des dames du temps jadis" is Americanized in poetic imitations by Wallace Stevens, Ezra Pound, Julia Alvarez, Marylin Hacker, and Louisiana

poet, Alison Pelegrin.

S226: Enseigner l'anglais en France pour mieux enseigner le français aux États-Unis

Intervenante: Michèle Magnin, University of San Diego

Avantages des échanges académiques pour les professeurs et les opportunités pour les étudiants de devenir assistant d'anglais en France.

S227: Service Learning

Intervenante: Jacqueline Thomas, Texas A&M University-Kingsville

Service Learning projects provide opportunities for our students to become involved in the community, to promote French, and to improve their skills.

S230: La Langue créole en Louisiane

Intervenants: Margaret Marshall, Southeastern Louisiana University, Thomas Klingler, Tulane University, et Deborah J. Clifton, University of Louisiana at Lafayette

Vue d'ensemble du créole louisianais: son histoire, ce qui le distingue d'autres variétés du français louisianais, sa situation géographique, des efforts pour le documenter, la signification du terme «créole» et une méthodologie pour l'enseigner.

E231: French and Spanish Vocabulary and Conjugation Games and Songs for Beginners of all Ages

Intervenant: Philippe Radelet, Donaldsonville High School (LA)

Teach French and Spanish vocabulary and conjugation through games and songs.

S233: Integrating Skills In AP French: Using Reading and Video to Put It All Together.

Intervenante: Katherine Fair, Phillips Exeter Academy

Discussion of the benefits of teaching literature side-by-side with film equivalents, using techniques to help improve vocabulary, speaking, and writing simultaneously.

E234: France Insolite: Traveling across the Cévennes in a Colt

Intervenante: Christine Smith, Thomas County Central High School (GA)

A summer abroad journey to discover the people of France by living among them and recording in a journal encounters with the people, their pleasures, beliefs and customs.

S236: Where in the World is Business French?

Intervenant: William Thompson, University of Memphis

Explore the importance of the French language in today's business world with information on U.S. trade relations with the French-speaking world, companies in the

U.S. with ties to Francophone countries, and U.S. aid to these countries.

S240: Laurence Wylie: Master Teacher, Generous Mentor, Enduring Influence

Intervenants: Christopher Pinet, Montana State University, Bozeman, Bernard Petit, Rochester Institute of Technology, et Evelyn Ackerman, City University of New York

Panelists discuss the influence of *Village in the Vaucluse*, their collaborations with Wylie, and the influence of his work on their own.

S241: Comment organiser une journée d'immersion en langue française

Intervenantes: Viviane Acker Lévy, AATF New Jersey Chapter, et Jolene Lichtenwalner, North Hunterdon Regional High School (NJ)

Description de l'organisation d'une journée d'immersion qui permettra aux participants de développer une journée similaire dans leurs propres établissements.

S242: Focus on La Francophonie

Intervenante: Joyce Beckwith, Wilmington Public Schools (MA)

Year-long classroom cultural project on the Francophone world designed to highlight student creativity and research skills and expand oral and written proficiency.

AATF Commission on Advocacy

C243: French Moments in State History: Advocacy Outside of Economic Interests

Intervenants: Robert Peckham, University of Tennessee at Martin, Margot Steinhart, Northwestern University, et Brenda Benzin, Buffalo State University

Learn how to pitch or enrich your argument for French by using state and local history facts about French explorers, traders, foresters, miners, farmers, who sometimes formed immigrant communities, and the names they gave to many places in your state.

AATF Book Club Session

S244: Lire et enseigner le marquis de Lafayette

Intervenante: Tama Engelking, Cleveland State University

Comment intégrer Lafayette dans un programme de français. Une discussion guidée de la biographie de Lafayette.

AATF Commission on Universities

C245: LinguaFolio and the Common European Framework for Assessment, Articulation, and Teacher Preparation

Intervenantes: Patricia Cummins, Virginia Commonwealth University, Suzanne Hendrickson, Arizona State University, et Susan Colville-Hall, University of Akron

LinguaFolio is an American adaptation of the European Language Portfolio. Its dossier can be adapted for portfolios used for assessment, student articulation, and teacher preparation.

AATF Commission on French for Business and International Trade

C246: Pour une pédagogie responsable: un modèle en français

Intervenantes: Eileen Angelini, Canisius College, et Thérèse Saint Paul, Murray State University

Un projet pour le français des affaires qui intègre la culture française, l'enseignement du français et une nouvelle façon de penser le monde.

S247: Made in Louisiana: You Can Do it Too

Intervenants: Nicole Boudreaux et Richard Guidry, Louisiana Consortium of Immersion Schools

En Louisiane, on crée du matériel pédagogique sur mesure et qui représente la réalité de nos élèves. Distribution de matériel incluse.

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**Sessions: vendredi 13 juillet
après-midi**

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Session d'honneur

S250: Liège, une ville à découvrir

Intervenant: Baudoin Blairon, SPI+

Liège, une ville bâtie dès le VIII^{ème} siècle après J.-C., une ville d'art et de culture nommée l'Athènes du Nord, une ville érigée en principauté libre jusqu'à la fin du XVIII^{ème} siècle et devenue aujourd'hui une province belge moderne au cœur de l'Europe.

S251: La Parlure québécoise

Intervenante: Louise Pilon Graham

Un aperçu du cheminement de la langue née en France et élevée sur un autre continent que les Québécois ont su préserver depuis plus de deux siècles.

S253: Zut! On a oublié le français pendant les vacances!

Intervenante: Theresa Monye, Atlanta Public Schools (GA)

Evaluate students' level after summer vacation and learn how to "bring back" their memory.

S254: French Schools Today Through American Eyes

Intervenants: Michael Hydak, Austin Independent School District/Austin Community College (TX), Susan Wrenn, Lewisville School District (TX), et Alyssa Villarreal, Memphis City Schools

What has changed in French education in the past 300 years? In the past 30?

AATF Commission on Articulation

C255: French Berets to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues Together

Intervenantes: Suzanne Hendrickson, Arizona State University, et Jo Ellen Sandburg, Adult Education of Flagler County (FL)

Goals and procedures of the Tête-à-Tête teacher-to-teacher mentoring program.

AATF Commission on Telematics and New Technologies

C257: Promoting French and Intercultural Exchange with Technology

Intervenants: Lara Lomicka Anderson, University of South Carolina, Jason Bagley, Lexington High School, Anne-Sophie Tzanetatos, Northampton High School (PA)

Effective ways to use pre-installed computer software to create student projects and a Web site that facilitates penpal exchanges.

E260: Chanter Danser Jouer

Intervenant: Bill Russell, Merriweather Records

Des chansons traditionnelles louisianaises—avec des gestes, leurs danses et des jeux.

S261: Cajun Culture and the French Language in Louisiana

Intervenante: Jolene Lichtenwalner, North Hunterdon High School (NJ)

Thematic unit on French in Louisiana: a bit of history, a bit of culture (songs, recipes), and some Louisiana French expressions.

Session d'honneur

S262: Les Études américaines en France: d'hier à aujourd'hui

Intervenant: Bernard Vincent, Association française d'Études américaines

Une synthèse du congrès 2007 de l'AFÉA à la Bibliothèque nationale de France sur le thème de «la France en Amérique» et une présentation des origines, du bilan et des perspectives de son association.

S263: Using Francophone Music as a Culturally Relevant Source Material in Teaching French

Intervenants: Kelle Keating, University of Texas at Austin, et Thomas Brasdefer, Louisiana State University

Use Francophone hip-hop, reggae, Cajun, Québécois music, and more typical *chansons françaises*, to teach about French-speaking cultures.

S264: Teaching French On-line

Intervenante: Elfie Manning, Community College of Southern Nevada

The step-by-step process of putting a foreign language class on-line and how to

effectively teach through this medium without compromising the quality of language instruction.

S265: Canadians in the Caribbean: d'Iberville's Conquest of Nevis

Intervenante: Virginia Donovan, Ohio State University

The Quebec-born founder of Louisiana was a brilliant military hero. Classroom adaption of the authentic text of his battle report.

S266: Teaching the European Union and Creating Student Exchange Programs

Intervenante: Robin McMahon, Smith Middle School (NC)

Infuse your curriculum with an European Union focus while gaining an understanding of the importance of teaching this dynamic global entity.

E270: You Can Achieve Fluency with Your FSL Students! Learn about the Power of the "Gesture Approach"!

Intervenante: Edite Sammons, Aim Language Learning Inc.

The Accelerative Integrated Method (AIM)—is based on stories and allows for a greater emotional involvement on the part of the FSL student.

S271: Écoute ça: Using the Music of Carole Fredericks in the Elementary Classroom

Intervenantes: Connie Fredericks-Malone, Carole D. Fredericks Foundation, Inc., et Karen Traynor, Tralco-Lingo Fun

Teach numbers, colors, the alphabet, and more in French with the soulful music of Carole Fredericks. Develop language skills through music videos.

S273: Making Masks and the "Un-Masking" of French Culture

Intervenante: Wendy Yoder, University of Louisville

Make a Mardi Gras mask and discover the richly varied nature of Louisiana's French origins.

S275: What's the Future for French?

Intervenante: Julie Barlow, journaliste

Commentators across the planet seem convinced the French language is on the decline. The co-author of *The Story of French* explains how French is surviving, even thriving, in the U.S. and Canada, Europe, Africa and the Middle East.

276: The French Heritage of the Northeastern U.S.

Intervenant: David Graham, Clinton Community College (NY)

Between 1840 and 1940 nearly one million people emigrated from Quebec to the U.S. Explore the French legacy of this rich segment of our nation's French heritage.

S277: Issues in Using Authentic Materials in Foreign Language Proficiency Assessment

Intervenants: Danielle Pensec, Nabih Kanbar et Carole E. Bougouin-Thruelsen, Defense Language Institute (CA)

To assess proficiency, it is necessary to use authentic passages in developing testing instruments. Issues and implications for the classroom will be presented.



**Sessions: samedi 14 juillet
matin**

**S310: Fighting for French: Advocacy in the Classroom**

Intervenante: Katherine Kolb, Southeastern Louisiana University

The students who have chosen French are our best potential allies as advocates in society, but they need to be tutored in why the language and culture matter.

S311: Kieslowski's Secular Trinity: Bleu/Blanc/Rouge

Intervenante: Daphne McConnell, Benedictine College (KS)

Kieslowski employs the iconic symbolism of the French secular state, the Tricolor *Bleu/Blanc/Rouge*, to examine questions of faith and human destiny in his trilogy.

S312: La Sexualité dans les romans des écrivaines noires africaines

Intervenante: Ena Vulor, Marietta College (OH)

Examination des rapports entre la sexualité et l'écriture chez les femmes noires africaines à travers les personnages principaux—des femmes.

S314: Le Grand Dérangement à travers les contes folkloriques acadiens

Intervenante: Alice Cataldi, University of Delaware

Des contes folkloriques, des comptines et des sketches font revivre l'histoire des Acadiens.

S315: Aspects de la France contemporaine

L'Égalité des chances au sein du système éducatif français

Intervenante: Marie-Christine Koop, University of North Texas

Un aperçu des mesures et initiatives récentes prises en ce qui concerne la démocratisation des études, l'aide aux handicapés et l'égalité des sexes.

Un Problème croissant: Le cas actuel de l'obésité en France

Intervenante: Rosalie Vermette, Indiana University-Purdue University, Indianapolis

Données sur les origines et les conséquences de ce surpoids maladif et

d'examiner l'envergure du problème, ainsi que l'implication de la mondialisation dans l'affaire.

S316: Journal Writing in the French Class: A Step Toward Globalization of the Curriculum

Intervenantes: Rita Oleksak et Adina Alexandru, Glastonbury Public Schools

How journal writing in the French class can be used to incorporate on-line writing, foreign exchange experiences, and help students identify themselves as citizens of the world.

S317: Games as Effective Activities in the Foreign Language Classroom

Intervenante: Stacey Ayotte, University of Montevallo (AL)

Bring variety into the foreign language classroom through games to reinforce learning skills.

S320: Between Two Worlds: The Life and Works of Victor Séjour

Intervenante: Mary Anne Garnett, University of Arkansas at Little Rock

Explore characters caught between two worlds and victims of racial and religious prejudice created by playwright Séjour, a Creole of color born in New Orleans.

S321 : An Old Dog with New Tricks: Keep Your Imagination Stimulated, and Your Students' Creative Work Will Follow! Language Loves Art

Intervenante: Toby Rivkin, Roland Park Country School (MD)

Incorporate traditional grammar and literature into the art lesson, and secretly fool the students into using French to dance, make art, and listen to music.

S322: From Pepé Le Pew to Bart Simpson: American Cartoons Satirize the French

Intervenante: Clara Orban, DePaul University

The evolution of the French stereotype as viewed in Pepé Le Pew cartoons and *The Simpsons* reflects the changing American vision of the French.

S323: Lecteurs, en scène! La Stratégie artistique du «tableau» au service du texte narratif

Intervenante: Françoise Rolland, Young Audiences of Northeast Ohio

Contes, fables et nouvelles prennent sens et vie lorsque les lecteurs devenus acteurs mettent en scène le texte par une série de «tableaux».

S327: The Power of Algerian Patriotism and Mother Love In Yamina Mechakra's La Grotte éclatée and Arris

Intervenante: Helynné Hansen, Western State College of Colorado

Presentation of the Algerian people through emotional accounts of families

separated through war and poverty, 1955-1962 and the post-colonial period.

AATF Book Club Session**S330: Délivre de bête rouge et fesses de moiselle: Figurative Language in Louisiana French**

Intervenante: Amanda LaFleur, Louisiana State University

Cajun French figurative language, the poetry of everyday communication that provides a vehicle for expressing subtleties that individual words or literal phrases lack. Louisiana climate, traditional work, religion, and folkways combine with linguistic relics from Europe, Canada, and the Caribbean to create the distinctive folk metaphor of Cajun French.

S331: Qui êtes-vous? Deux projets qui placent l'étudiant devant la classe!

Intervenante: Deborah Stout, Cambridge High School/Ohio University

Un projet sur les artistes en France au 19^{ème}-20^{ème} siècles et un projet qui explore la vie des Francophones célèbres.

S332: Pen-pal/e-pal partnerships: Providing access to the Francophone world

Intervenantes: Madeline Turan, State University of New York at Stony Brook, Sarah Jourdain, Stony Brook University, et Paula DeFilippo, Sachem East High School

A rationale for establishing pen-pal/e-pal partnerships, guidelines for fostering effective partnerships, and resources for finding partner teachers.

S333: L'Enseignement issu de l'immigration: Teaching Immigration Issues in the French Classroom

Intervenante: Kathleen Smith, Kalamazoo College (MI)

Resources and models for teaching about North African immigration in contemporary France.

S334: La Présence française en Illinois

Intervenant: Todd Bowen, Barrington High School (IL)

Illinois is marked by a strong French presence since its exploration by the French in the 18th century from *la Nouvelle France* to "Paris on the Prairie."

S335: Broadening the Horizons of the French Classroom Through Technology

Intervenantes: Marcia Pastorek, Carol Newman, et Elizabeth Pinney, Louise S. McGehee School (LA)

Information on setting up a blog site and how to use blogging to enhance writing skills and to communicate with classrooms in France.

S340: Lafayette: vie et légende

Intervenantes: Janine Spencer et Margot M. Steinhart, Northwestern University

Examination de la signification historique et révélation des aspects peu connus de ce personnage légendaire.

S341: Nonverbal Communication: What you see is what you get...or maybe not!

Intervenants: Bernard Petit, Rochester Institute of Technology (NY), et Christopher Pinet, Montana State University, Bozeman

Nonverbal communication: a secret elaborate code, written nowhere, known by none, understood by all. After screening Wylie's film *Gestes*, the presenters will demonstrate—irreverently—the intricacies of French nonverbal behavior.

S343: Une Histoire vraie que l'histoire a oubliée

Intervenantes: Saralee Peccolo-Taylor, Powell High School, et Meredith Peccolo, Webb School (TN)

Through the film, *Joyeux Noël*, participants will learn of the remarkable Christmas in 1914 where peace and fraternity reigned.

AATF Commission on FLES***C344: FLES*WORKS, New Trends in FLES***

Intervenantes: Harriet Saxon, Montclair State University, Judy Charudattan, P.K. Yonge D.R.S./University of Florida, Jacqueline Friedman, Horace Mann School, et Lena Lucietto, Isidore Newman School

New ideas and activities for pre-school/middle school French classes based on the content-based and student-centered classroom.

S345: Ma Première Visite en Belgique en 2008

Intervenant: Gregg Siewert, Truman State University (MO)

Tout ce qu'il faut savoir sur la Belgique pour bien profiter du congrès AATF 2008.

S346: Cajun French Goes to College: Teaching a Heritage Dialect in the Shadow of the Ivory Tower

Intervenante: Amanda LaFleur, Louisiana State University

Theoretical and practical issues faced when Louisiana State University instituted Cajun French courses in 1998.

S347: How to Teach AP French Literature in a Communicative Way

Intervenante: Anne Jensen, Gunn High School (CA)

How to teach the AP French literature list as well as other literary works through the use of reader's theater, skits, oral presentations, open-ended discussions, and dramatic interpretations.

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Sessions: samedi 14 juillet après-midi

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S350: Les femmes de la Nouvelle France: un exemple de module d'enseignement intégrant contenu et langue

Intervenante: Marie-Christine Massé, Drew University (NJ)

Un module culturel sur le rôle des femmes dans l'histoire de la Nouvelle France.

S351: Photo Genesis: Students Using Language Through Photo Journals

Intervenante: Jacki Williams-Jones, Flintridge Prep School (CA)

Get students into the writing mood by the use of photo journals, made by taking digital photos and writing stories to match.

S352: L'Impact du film en cours de littérature francophone

Intervenante: Martine Boumtje, Southern Arkansas University

Outil essentiel en cours de littérature francophone pour permettre aux étudiants de mieux percevoir la réalité qui leur est présentée dans le roman, le théâtre ou la poésie.

S353: Using Free Authentic Materials to Teach French

Intervenante: Jennifer Bonn, Kennesaw University/Mount Paran Christian (GA)

Resources disponibles pour enseigner le français avec les sources françaises, les magazines, les journaux et les sites Internets.

S354: Pepé Le Pew and the Evolution of French Stereotypes in American Pop Culture: The "Franco-Phony" of la Francophonie

Intervenant: Scott Sheridan, Illinois Wesleyan University

Examine how the evolution of this would-be icon spoofed Americans' view of the French as sophisticated and suave.

S355: Building Speaking and Writing Skills

Intervenante: Susanna Ehrmann, School of the Woods (TX)

Build speaking and/or writing skills by combining ready-made resources with student interest and ability levels.

S356: Approaches to Teaching Early Modern Women Writers: The Case of Marguerite de Navarre's Heptaméron

Intervenante: Dora E. Polachek, Binghamton University

Suggestions for syllabus construction and proven strategies for facilitating student interest, discussion, and writing.

S357: Ravines du devant-jour, une autobiographie postcoloniale

Intervenant: Arnaud Perret, University of Illinois at Urbana-Champaign

Cette œuvre, qui traite de l'enfance de Raphaël Confiant, semble apparentée au genre autobiographique, mais les digressions choisies mettent en valeur l'aliénation du protagoniste ainsi que les contradictions endémiques d'une société créole.

AATF Commission on Telematics and New Technologies**C360: Blog, Podcast, and Wiki Projects for French Classes**

Intervenantes: Lara Lomicka Anderson, University of South Carolina, et Gail Corder, Trinity Valley School (SC)

Blogs, podcasting, and wiki projects to target modes of communication.

S361: Exemples d'exploitation de films québécois dans un cours de français langue seconde: C.R.A.Z.Y et la Grande Séduction

Intervenantes: Marilyn Lambert-Drache, York University, et Loretta Hyrat, McGill University

L'exploitation de films québécois dans un cours de français langue seconde.

S362: Teaching Tolerance: Using Media to Bring Multiple Perspectives to the High School French Class

Intervenantes: Samantha Godden-Chmielowicz, Carl Schurz High School, Chicago, Kimberly Gray, Benito Juarez High School, et Nitya Viswanath, Roosevelt High School

Ideas for using film, poetry, and other materials to teach tolerance in the French class.

S363: Taking a Virtual Trip to Paris

Intervenantes: Jacqueline Friedman, Horace Mann School, et Harriet Saxon, Montclair State University

How to take students on a virtual trip to Paris.

S365: Louisiana Lagniappe

Intervenante: Terri Hammatt, Louisiana Department of Education

Overview of Louisiana's French programs, pre-kindergarten through grade 12.

S366: L'Année 1913: Introduction au modernisme

Intervenant: Laurent Déchery, Gustavus Adolphus College

Le modernisme en 1913 en peinture, en musique et en poésie et le lien entre les arts et un contexte scientifique, politique et social.

S367: Liberty versus Equality: French Perspectives on La Fayette's Legacy

Intervenant: Serge Bokobza, University of Alabama at Birmingham

Examine the judgment of the French toward a man they nicknamed "The Great Citizen."

S371: La Musique de Mes Aïeux

Intervenants: David Graham, Clinton Community College, et Madeline Turan, State University of New York at Stony Brook

Suggestions for using the eclectic, festive music of *Mes Aïeux* in the classroom.

S372: Le Cinéma va à l'école

Intervenante: Angela Elsey, University of California Santa Cruz

Principes et pratique de l'emploi de clips de films dans des cours de tous niveaux.

S373 : Comment s'amuser en faisant de la stylistique comparée?

Intervenante: Brigitte Debord, Colorado Academy

Méthodes pour passer facilement d'une langue à l'autre et des exercices amusants sur les nuances de sens, histoire des mots, correspondances grammaticales et néologismes.

S374: L'Affaire Gagnon in Film and Print

Intervenant: Kenneth Gordon, Winthrop University (SC)

Overview of the recent *Québécois* film, *Aurore*, story of a victim of child abuse in early 20th-century Quebec, and material for further study of this compelling moment in the history of Quebec.

S375: Broadening the Framework of Your Curriculum with the Help of a Local Art Museum

Intervenantes: Danielle Steinmann, The Sterling and Francine Clark Art Institute, et Gale Munson, Shenendehowa High School East (NY)

Innovative program combining a museum exchange and local high school language classes, using works of art as inspiration for conversation and written activities.

S376: Intégration de la dynamique multiculturelle dans un enseignement de L2 en ligne

Intervenante: Aline Germain-Rutherford, Middlebury College (VT)

E-module de formation pédagogique sur l'intégration de la dynamique multiculturelle dans un enseignement en ligne (financé par une bourse de l'AUF).

S377: Creative Testing

Intervenantes: Eva Nicole Meyer, University of Wisconsin-Green Bay, et Katherine Kolb, Southeastern Louisiana University

Effective, efficient, enjoyable oral test-

ing and simple, student-friendly techniques for administering quizzes and exams, plus the latest in technologies of placement testing.

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Sessions: dimanche 15 juillet matin

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S410: Uncle Jasper's Virtual Trip to Paris

Intervenante: Jane Rauschenberg, Logan-Hocking Middle School (OH)

Students find flights and hotels, research tourist destinations, send me a postcard, and prepare a scrapbook of their trip.

S411: Using Internet-Based Resources to Support International Exchanges

Intervenante: Casey Black, Northern State University (SD)

Efforts collaboratifs basés sur l'emploi des services bien connus tels que *FaceBook* et employés par des étudiants et des professeurs des lycées et des universités.

S412: Beyond the Basics of Language: Getting Students to Reflect On and Engage in Active Communication

Intervenante: Lynne Gylani, Tennessee Wesleyan College

Encourage students to express their identity, individuality, and strengths with an increased sense of the obstacles to communication while actively engaged in learning the language.

S413: Teaching French Pronunciation

Intervenante: Ariane Day, ETSU University School (TN)

Findings of an action-research that investigated the effectiveness of different methods of teaching French pronunciation.

S414: Get them Talking with Socratic Seminars

Intervenante: Deborah Humbert, Cleveland Heights High School

Use Socratic Seminars to get students to talk.

S420: Stratégies de lecture pour Moderato Cantabile

Intervenante: Christine Renaudin, Sonoma State University (CA)

Stratégies de lecture pour le roman, récemment ajouté au programme de Littérature française de l'examen AP.

S421: Encounters with America: French Perspectives on the New World from Early Explorers to Contemporary Visitors

Intervenante: Judy Schaneman, Westminster College (MO)

Presentation of a college course which examines writings by French visitors to North America from explorers' early encounters with the New World to recent reflections on life in the U.S.

S422: Idea Exchange: French as a Heritage Language

Intervenante: Julia Schulz, Language Revival.com

French as a heritage language and its target community, including students whose only link is a French family name and those whose families have more recently emigrated from Francophone countries in Africa, the Caribbean, or Europe.

S423 : Building Cross-Cultural Competency for Study Abroad with Diversity Exploration

Intervenante: Gay Rawson, Concordia College (ND)

Diversity exploration games and techniques used to prepare students to study abroad.

S424: Acadian Culture in Maine and Acadian Cultural Identity among Young English-French Bilinguals

Intervenante: Joseph Edward Price, Indiana University/University of Illinois at Urbana-Champaign

A study of language use and attitudes among young English-French bilinguals living in Maine on the U.S.-Canadian border—their cultural identity.

S430: The Terroristic Mind, Then and Now: Antoine De St. Exupéry's Barcelona and Madrid and Solutions from the Spanish Civil War

Intervenante: Chantal Roussel-Zuazu, University of Texas, Tyler

One of St. Exupéry's texts was overlooked for the analysis of the characteristics of the terroristic mind and a proposal of philosophical solutions to the problem of terrorism in the world.

S431: Le Rôle de la communication nonverbale dans les triangles de Marguerite Duras

Intervenante: Mary Theis, Kutztown University of Pennsylvania

Les mouvements du corps et le regard peuvent servir comme clés à une nouvelle lecture des triangles dans *Le Ravisement De Lol V. Stein* et *Agatha*.

S433: Developing Proficiency Using Task-Based Cultural Content

Intervenante: Marni Geist, Defense Language Institute (CA)

Comment on peut améliorer les compétences linguistiques à travers l'étude interactive du monde francophone.

S434: Working with Gifted Students - High School Classes in Middle School

Intervenante: Janet Ficca, Northside Middle School (VA)

Discussion of the characteristics of gifted students and their cognitive/emotional needs and ways to differentiate lessons to challenge and engage all students.

As the dark days of “freedom fries” subside and their proponents spend time in jail or in deep political remorse, we turn to areas of advocacy where we hope to see some logic in the debate.

In promoting French, many of us like to point out that French has a large number of cognates with English, an even larger corpus of near cognates because of historical ties with Anglo-Norman, wide geographic accessibility of native speakers, relatively good availability of French teachers, French’s DLI/FSI categorization of “level one,” strong American historical or genealogical ties with French-speaking communities, the economic importance of trade or foreign direct investment, and plenty of college programs for articulated continuity. Thus, French is an easy choice of what to offer our students in elementary through secondary school. Some, however, have cautioned that choosing a commonly-taught language is an autopilot response, that we are not being practical and analytical, and that these are not the languages of the future. In light of these often aggressively delivered caveats, I would like to look at one factor that has an effect on how people feel about a particular language: the question of its relative difficulty.

Have you ever heard this answer—“They are all equally difficult”—to the question—“Which are the most difficult languages”? To be sure, the question is somewhat ambiguous, but there are usually enough implicit clues from the identity of the interlocutor or the group he or she represents to legitimize or at least clarify the question. The answer quoted is intellectually dishonest, because it is almost always delivered either as an ex cathedra universalist pronouncement or it is an “I dodged the bullet” politically correct reaction.

While there is no scientifically sanctioned overall way to say that one language is more difficult than another, the learning situation variables always make the mastery of some languages seem harder for a particular learner or a group of similar learners than others. In considering this, we should not allow the argument to be sidelined by people who disingenuously milk the distinction between “learn” and “acquire” or “assimilate.” The chief concern is with public perception rather than linguistic distinctions. Let me define my position. Like most people who want to know a foreign language, I would like to understand what others mean when they say or write something and to make myself understood when I say or write something. I would like to be truly interactive in any oral or written ex-

change and to have a grasp of the culture which effectively enhances all facets of my communication. I understand that there are measurable developmental stages which may not progress in the same pattern for all languages or for all learners.

Languages are perceived as more or less difficult because their characteristics present particular problems for certain learners or groups of learners (morphology, tone, syllabic flow, written characters, density of culturally informed idiomatic discourse, social formalities in speech and writing, etc.) because they require more time for mastery to develop to a certain stage of proficiency or because the learners want a certain balance of skills. Most second-language learner groups are only roughly defined by their own first language and cannot be a homogeneous demography, if only by the fact that their first language proficiencies are never the same. There are motivational, instructional, and technological factors which can move the group toward homogeneity once they are engaged in learning a particular language, but their reasons for choosing that language may well have to do with how difficult or desirable it is to learn, and there are always languages which are perceived to be more difficult or less desirable.

Below, I present a number of links to opinions, facts, impressions, and scales pronouncing or pointing to the comparative difficulty of different languages in the eyes of individuals or learning groups. Some of the conclusions in this random collection seem to be more statistically, logically, or scientifically grounded than others. Some are the interactive product of popular discussion forums. Some are the kind of statements you might expect from disgruntled learners. French does not always fare well, but overall it is judged to be among the easier to learn foreign languages for Anglophones.

Before presenting my links, let me give an example of the how quantification of time on task gives an impression of comparative difficulty among languages. Currently at DLI resident program [www.dliflc.edu], Chinese requires 157 weeks to get through “advanced” level while French requires 47 weeks to get through “advanced” level.

There have been scales constructed on this kind of information:

DLIFLC academic information (ACADEMIC CREDIT) [www.dliflc.edu/academics/academicaffairs/dli_catalog/acadcred.htm]

Language Training and Skills (Answers.com): [www.answers.com/topic/language-training-and-skills] (see “2:

What level of language skill is required?”) [www.thunderbird.edu/prospective_students/ft_degrees/dual_degree/curriculum/lang_reqs/language_faqs.htm#2]

In reading the links, remember the question of which language is the most difficult can have no universal answer but that accessible and well-stated opinions or well-presented factual information does have weight:

What is the most difficult [language] to learn? [www.micheloud.com/FXM/LA/LE/reldif.htm]

The Hardest Language to Learn Survey (Language-Learning-Advisor.com) [www.language-learning-advisor.com/hardest-language-to-learn-survey.html]

Which languages are the most difficult in your opinion? [http://help.berberber.com/forum27/8336-languages-most-difficult-your-opinion.html]

Which languages are the most difficult to learn? (Omniglot—the blog) [www.omniglot.com/blog/2006/04/21/difficult-languages/]

6 Responses to “Relative difficulty” [www.omniglot.com/blog/2006/05/17/relative-difficulty]

How Difficult Is German Compared With Other Languages? [www.aatg.org/content/view/253/44/]

What Makes One Language Harder or Easier Than Another? [www.aatg.org/content/view/253/44/]

Language difficulty scale? “Easy” vs. “Difficult” languages, etc. [http://listserv.buffalo.edu/cgi-bin/wa?A2=ind9609&L=flteach&T=0&P=66914]

Language difficulty scale? [http://listserv.buffalo.edu/cgi-bin/wa?A2=ind9609&Llteach&T=0&P=62347]

“The Japanese are Japanese because they speak Japanese” [http://itre.cis.upenn.edu/~myl/language-log/archives/002041.html]

Student & teacher rankings of language difficulty [www.mtholyoke.edu/~eagerchm/tutorial/attitudes.html]

Language profiles [http://how-to-learn-any-language.com/e/languages/most-difficult-languages.html]

Specific Languages: Most difficult languages [http://how-to-learn-any-language.com/forum/forum_posts.asp?TID=3121]

Difficulty of languages (MTG Salvation forums) [http://forums.mtg salvation.com/showthread.php?t=58881]

Which is the most difficult language? (UsingEnglish.com) [www.usingenglish.com/articles/hardest-language.php]

What is the most difficult language to learn? (Johns Hopkins Magazine) [www.jhu.edu/~jhumag/0299web/degree.html #1language]

Why Arabic Is the Most Difficult Language for Localization (Translation.Directory.com) [www.translation.directory.com/article460.htm]

Spanish is Easier than French...Not! [http://french.bout.co/cs/teachingresources/a/spanisheasier/htm]

Easiest Language [http://home.unilang.org/main/forum/viewtopic.php?t=7951&start=15&sid=f8407b0b7c0ca04977b4676b2adb97136]

What is the most difficult language to learn? (E.L. Easton) [http://eleaston.com/why/html#diff]

Language difficult essay: Mandarin vs. Cantonese [www.chinese-lessons.com/cantonese/difficulty.htm]

Choosing which languages to offer in a school may well include the factor of their perceived relative difficulty for the learning community. For Anglophones and for those whose heritage is another Romance language, acquiring French with a moderate extension of the short time our schools and colleges generally allot to language study and by adding some immersion experience therefore seems a reasonably accomplishable goal. This is because, as our consciousness of foreign languages expands, many of us see French as a relatively easy language, one which can be conveniently mastered to a practical and usable level. The fact that *La Francophonie* presents so many interesting cultures to study from so many corners of the globe, the fact that in 2005 well over a quarter of a trillion export dollars came to the U.S. from the handful of countries in Europe and North America where French is an official language, and that these exports along with foreign direct investment from the same countries employs millions of Americans, all of these expose the shallowness of recent un-researched and misleading claims made by certain journalists wondering why we are still teaching French in our schools.

Get the word out that French is not a difficult language to learn, and if your school district is waffling about what languages to teach in a new school or a new program to begin language learning before high school, call on us in the AATF Commission on Advocacy: Ideas for French Language and Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml].

TennesseeBob Peckham
Chair, AATF Commission on Advocacy
[bobp@utm.edu]

Note: The Commission Web site also links to a hypertext version of the list of links in the body of this article.

LA FRANCOPHONIE ET LES ÉTATS-UNIS

Teaching about *Les Acadiens*

Introduction

In the January 2007 issue of the AATF *National Bulletin*, we learned about the language of the Louisiana French Cajuns. In this issue, we will learn a little about the population to which many Cajuns can trace their ancestry—the Acadians of Canada, a largely neglected population of *Francophonie* and one that figures little in contemporary French textbooks.

Activity

I. Teacher Preparation

First, the teacher should do a little research on-line to learn some basic facts about the Acadians and their history, although a lot of the important information is to be found in the activities below. Here are some useful links:

[http://en.wikipedia.org/wiki/Acadians]
[www.cbc.ca/acadian/index.html]
[www.cajunculture.com/Other/acadian.htm]
[www.acadiancultural.org/index.html]

II. Classroom materials

Photocopied maps of North America (the U.S. and Canada) for students (optional). Photocopies of *Activité* sheet below.

III. Procedures

1. Put students in small groups and give them 1-3 minutes to identify all of the French speaking areas in North America. Their lists should include Canada (specifically, Quebec, New Brunswick, Nova Scotia, Ontario [although French is spoken in all of the provinces to some extent]), New England (all six states), Louisiana, and some parts of the Midwest (e.g. Missouri). Give them a photocopied map of North America for this or have them refer to a large classroom map or the map on the inside cover of the textbook (although textbook maps clearly identify the French-speaking regions, states and countries).

2. Ask students what the residents of Quebec are called (*les Québécois*), and then what French speakers in Louisiana are called (they should know Cajuns/*les Cadjins/les Cadiens*; see article on correct usage, page 1). At this point, you may distribute photocopies of the activity sheet below. Have students complete the worksheet, allowing them 5-10 minutes to complete the activity, either alone or in groups. As a follow-up, go through the questions, having students provide their answers, and discussing the history of the Acadians. It is interesting to note that the French had their

first permanent colonies in North America before the English!

IV. Expansion activity: Short Culture reports/presentations (optional)

To explore the topic further, students might prepare short written reports and/or oral presentations to the class on some aspect of Acadian culture. For this activity, students sign up as individuals or in small groups (2-3 students), selecting from among these topics:

- brief history of *Acadie* (1604-1755)
- the *grand dérangement* (1755-1760s) the story of “Evangeline” (epic poem by Henry Wadworth Longfellow)
- Acadian Food
- Acadian Music
- Acadian painting and artists (e.g. Nelson Surette, Claude Picard)
- Acadian French language

Have students do some simple research on the Internet, and check their information for accuracy. For presentations, encourage them to make posters and to use appropriate visual aids. For reports, students may present their report to the class, and/or you may display their reports on bulletin boards, classroom walls, etc.

V. Links to selected online resources

These are a just a few sites; an Internet search will yield many more.

Acadian Culture links (food, art, music, etc.)

[www.acadiancultural.org/culture.html]

The Story of “Evangeline”

[www.louisianacajun.com/evangeline.asp]

[www.francoiseparadis.com]

[http://en.wikipedia.org/wiki/Evangeline]

Acadian Music

[www.grandderangement.com]

[www.blou.ca]

Le Grand Déangement

[http://en.wikipedia.org/wiki/Great_Expulsion]

Acadian Art

[www.chezsurette.com]

Acadian Language

[http://en.wikipedia.org/wiki/Acadian_French]

These activities were created by Joseph Price of the University of Illinois at Urbana-Champaign. He invites questions and inquiries at [joeprice@uiuc.edu]. If you have ideas for other classroom activities on «La Francophonie et les États-Unis» please contact Randa Duvick at [Randa.Duvick@valpo.edu].

Answers to *ACTIVITÉ* sheet:

A. 2; B. 3; C. 3; 4. 1-e; 2-g; 3-k; 4-j; 5-h; 6-a; 7-i; 8-b; 9-f; 10-c; 11-d.

ACTIVITÉ: L'ORIGINE DES «CADIENS»

A. Avant d'arriver en Louisiane, les résidents de la Louisiane (les Cadiens) habitaient ...

1. au Mexique 2. au Canada 3. en France 4. en Virginie

B. Trouvez l'origine du mot «Cadien»:

1. Le mot français «cage».
2. Le mot amérindien pour le territoire de Louisiane, «Ka-jin».
3. Le mot «Acadien».
4. La ville Cageonne en France, d'où beaucoup des Cadiens sont venus.

C. Comment les «Cadiens» sont-ils arrivés en Louisiane?

1. Ils sont venus à cause des conditions en France.
2. Ils sont venus à cause des problèmes agricoles et économiques.
3. Ils sont venues parce qu'ils étaient déportés.

D. Trouvez les bonnes dates et les événements qui correspondent:

1. _____1524 a. Le traité d'Utrecht: Les Anglais prennent l'Acadie des Français. Les Acadiens sont permis de garder leurs terres et de vivre comme avant, mais ils refusent de prêter fidélité au roi d'Angleterre.
2. _____1604 b. Les Français perdent toute la Nouvelle-France aux Anglais—Le Québec devient possession anglaise.
3. _____1607 c. Un représentant de la Reine Elizabeth II d'Angleterre reconnaît le «Grand Dérangement» mais les Acadiens voulaient une admission de responsabilité de la Reine elle-même.
4. _____1608 d. On fête 400 ans de présence francophone (acadienne) en Amérique du Nord!
5. _____1620 e. L'explorateur Verrazano découvre la région et la nomme «Arcadie».
6. _____1713 f. Les Acadiens commencent à arriver en Louisiane.
7. _____1755 g. Les Acadiens fondent leur première colonie, Île Sainte-Croix, dans le Maine d'aujourd'hui. A cause des conditions difficiles, ils abandonnent l'île et fondent une nouvelle colonie en Nouvelle-Écosse l'année suivante.
8. _____1759 h. L'arrivée des *Pilgrims* anglais sur le *Mayflower*.
9. _____1764 i. Le «Grand Dérangement»: Les Acadiens sont expulsés par les Anglais dans les colonies américaines, en Angleterre, en France, aux Caraïbes... Beaucoup de familles sont séparées, beaucoup d'individus meurent.
10. _____2003 j. Samuel de Champlain fonde la ville de Québec
11. _____2004 k. Les Anglais fondent leur première colonie, Jamestown en Virginie.

AATF MATERIALS CENTER

Prices include first class postage. Payment or 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. The first price listed is the member price; the nonmember price is listed in parentheses.

PROMOTION OF FRENCH (MEDIA)

NEW! Teaching Business French: Textbooks, Reference Tools, and Pedagogical Aids: produced by Will Thompson, AATF Commission on Business and International Trade. \$12.50 (\$15)

Architectural Walking Tour of Paris: CD provides black & white still and video footage of 24 Parisian buildings. \$12.50 (\$15)

Forward with FLES* 11-min. video encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

Open Your World With French/Le français m'ouvre le monde 10-min. video encourages students to study French. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

Forward with French 10-min. video has interviews with business people in NY state who use French in their work. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

Note: All three of the previous videos on DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$10; 50 copies / \$5 (20 cents each for quantities larger than 250 or for nonmembers)

- **NEW! Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French (newly redesigned)**
- **Speaking French: an investment in the future (newly redesigned)**
- **Why French FLES*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

AATF PROMOTIONAL ITEMS

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

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

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

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

TEACHING MEDIA

NEW! Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks, music CD and teacher's manual with reproducible lyrics, lesson plans, and activities designed for a variety of teaching levels. \$45.95

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

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

Reflets français, 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$35 DVD/\$30 VHS (\$45 DVD/\$40 VHS)

MEDALS AND AWARDS

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

AATF medallions, 1½-in. blue, gold, and white cloisonné enamel; reverse side plain. Please specify 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 (\$7 each or 3 for \$20)

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

OTHER MATERIALS

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

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 (\$18 each)

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 events and people from the Francophone world. List of Web sites, bibliography, complete index, glossary, and brief Teacher's Guide. \$12 (\$15)

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 (\$25)

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 (\$15)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55)

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. Specify size. \$10 each or 3 for \$20. (While supplies last)

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Prices valid through 5/31/07.

SÉGOLÈNE ET LES ANIMAUX

Candidate du Parti socialiste (PS) pour l'élection présidentielle, Ségolène Royal, ancienne élève de l'École nationale d'Administration (ÉNA), conseillère de François Mitterrand, députée, plusieurs fois ministre et présidente de la région Poitou-Charentes, a fait l'objet de beaucoup d'attention dans la presse. On note en particulier un grand nombre d'articles dans lesquels on la compare à des animaux, ce qui est assez surprenant, même si comme elle l'a déclaré elle-même: «La femme est un animal politique, comme un homme».¹ Certaines de ces images sont amusantes, et la candidate s'y trouve parfois à son avantage, mais elles sont utilisées tellement souvent que l'on en vient à se demander si ce n'est pas excessif. Les comparaisons avec les animaux ont toujours l'effet de rabaisser ceux qui en font l'objet. De même, les centaines d'articles qui commencent par mentionner en grand détail le tissu, la coupe et la couleur des tailleurs ou des vestes de Ségolène Royal ou ses chaussures ont pour effet de montrer qu'elle n'est pas comme les autres candidats. L'effet cumulatif de ces articles est de la rabaisser à son statut de femme dans un pays où en politique la parité hommes-femmes est loin d'être acquise malgré la loi à cet effet: «Dans un pays où la politique est toujours affaire d'hommes, conçue comme un métier d'homme, où les femmes y sont toujours comme des chiens dans un jeu de quilles, Ségolène Royal marque une étape importante», estime l'historienne Michelle Perrot.² Un entretien dans *Paris Match* (22 septembre 2005) qui a révélé son intention de se présenter à l'élection présidentielle a causé une «...déflagration au PS: les remarques misogynes le disputent aux commentaires sexistes».³ Ceux que l'on a appelé les «machos de la politique» se sont déchaînés, à commencer par le fameux «Qui va garder les enfants?» de Laurent Fabius.⁴ Ces attitudes sexistes ont été rejetées par le public, et on peut se demander si les commentaires sur Ségolène Royal et le monde animal ne sont pas une autre expression de ces mêmes attitudes.

Il serait impossible de mentionner tous les articles qui parlent de ses rapports avec les éléphants du PS. Depuis plus de trente ans, un éléphant est un terme qui désigne une personnalité importante du Parti socialiste français. Aujourd'hui, Dominique Strauss-Kahn, Laurent Fabius et Jack Lang, qui étaient tous les trois candidats à l'investiture du PS, sont souvent présentés comme des éléphants du PS. Il y a aussi «Pierre Mauroy, qui la [Ségolène Royal] soutient depuis septembre et joue au vieil éléphant blasé qui a vécu d'autres turbu-

lences de campagne»;⁵ Lionel Jospin qui aurait voulu se présenter alors que «sa marge de manœuvre est à peu près aussi vaste que le chas d'une aiguille pour y faire passer un éléphant»;⁶ et on se demande: «L'éléphant Emmanuelli ferait-il les yeux doux à la gazelle Royal?»⁷ Pour beaucoup les éléphants représentent le passé: «épuisés, ces socialistes; au cimetière des éléphants roses, que même les alcooliques ne voient plus».⁸ Le sénateur (UMP) Roger Karoutchi ironise sur ce point: «Les éléphants du PS ne sont que des mammoths de la préhistoire».⁹ Par contre, «Ségolène Royal est arrivée, avec la promesse d'écarter les éléphants du socialisme, de donner un coup de jeune et de féminité à la politique».¹⁰

Il faut aussi noter la présence d'éléphanteaux. Par exemple, François Hollande, premier secrétaire du PS et compagnon de Ségolène Royal, a été surnommé «éléphanteau masqué»¹¹ dans *L'Express*. Arnaud Montebourg, «l'éléphanteau le plus barrissant du PS»,¹² envisageait de se présenter lui-même mais «...n'est encore qu'un éléphanteau qui peut patienter jusqu'en 2012, voire 2017»¹³ et est maintenant «un éléphanteau récemment rallié au panache blanc de Ségolène».¹⁴ Il s'agit bien sûr d'une allusion à Henri de Navarre, le futur Henri IV, qui avait mis sur son cimier un panache fait de plumes blanches pour être plus aisément repérable dans la bataille. Juste avant la Bataille d'Ivry le 15 mars 1590, il a prononcé la fameuse phrase: «Ralliez-vous à mon panache blanc». Parfois les éléphanteaux éprouvent des difficultés lorsqu'ils se présentent dans des circonscriptions dans lesquelles ils n'ont aucune attache: «L'arrivée de Malek Boutih en Charente s'est fort mal passée... et même pis que cela. Dans la catégorie éléphanteau dans un magasin de porcelaine, difficile de casser autant de vaisselle».¹⁵ D'autres ont des difficultés judiciaires tel Jean-Paul Huchon, le président (PS) du Conseil régional d'Île-de-France, qui lui aussi est un «éléphanteau socialiste».¹⁶ Il y a des éléphanteaux nouveaux: «Un éléphanteau est né. Le maire adjoint de Paris Christophe Girard est devenu militant socialiste, mercredi dernier. Il avait quitté les Verts six semaines plus tôt, pour protester contre la fronde anti-Delanœ de ses amis écologistes».¹⁷ Il y a aussi ceux qui ne méritent pas ce titre. Parlant d'un élu local, le journal *Sud-Ouest* estime que «Dans le magasin de porcelaine socialiste, il n'est même pas un éléphanteau».¹⁸ Beaucoup voient le PS comme un magasin de porcelaine avec des éléphants, Philippe de Villiers voit Ségolène

Royal comme «une figurine de porcelaine au milieu d'un magasin d'éléphants».¹⁹

Certains affirment que Ségolène Royal est elle aussi un éléphanteau: «Quelques mois auparavant, Ségolène Royal n'était encore qu'un éléphanteau du PS parmi d'autres, populaire certes, mais atypique et peu considérée par les ténors de son propre camp. La presse ne l'avait pas encore transformée en 'gazelle'».²⁰ Marilyse Lebranchu, ancienne ministre PS, estime que Ségolène Royal est une éléphante depuis longtemps: «Quand je suis arrivée au gouvernement en 1997, Ségolène Royal était déjà une 'éléphante'; alors, je suis toujours étonnée d'entendre parler de renouvellement lorsqu'on évoque sa candidature».²¹ Pour d'autres, elle a atteint ce niveau récemment lorsqu'elle a obtenu la nomination de son parti: «Devenue 'éléphante' du PS par le biais de cette victoire aussi éclatante que symbolique, elle peut envisager l'avenir en rose».²² Pour certains, elle était déjà un éléphant lors du congrès du PS en 2005: «Au Mans, en demeurant coite, Ségolène Royal est l'éléphant socialiste qui barrait le plus fort».²³ Malgré cela, il semble qu'elle ait toujours une image différente de celle des éléphants: «Ségolène Royal est identifiée comme étant une femme politique. Pas une éléphante».²⁴ On note qu'un de ses conseillers, malgré une expérience considérable, n'a pas mérité ce titre: «Plusieurs fois ministre, sous Mitterrand et Jospin, Sapin a l'expérience du pouvoir sans toutefois être considéré comme un 'éléphant' du PS».²⁵

Les exemples cités montrent qu'il n'est pas très flatteur d'être un éléphant, et il semble aussi que de ne pas être arrivé à ce niveau-là soit encore pire. Comme dans la plupart des cas, tout et son contraire a été dit à propos de Ségolène Royal. Pour certains elle fait partie de ceux que l'on appelle les éléphants du PS alors que pour la majorité elle n'en fait pas partie. La question est d'importance du moment où les électeurs expriment un désir de renouvellement de la classe politique et où la candidate fait de son mieux pour présenter une autre image. C'est d'ailleurs un tour de force pour quelqu'un qui est entré en politique en 1981 en tant que conseillère de François Mitterrand, qui a été député et plusieurs fois ministre, d'être arrivée à incarner le renouvellement au sein de son parti et de la classe politique tout entière.

Le moins que l'on puisse dire c'est que la candidature de Ségolène Royal pour l'investiture du PS n'était pas la bienvenue; on évoque «...la cacophonie du Parti socialiste, la rancœur, voire la haine, que suscite l'irruption de Ségolène Royal dans

une compétition que les éléphants mâles s'étaient réservée».²⁶ La lutte sera dure: «...engagée dans une lutte à mort contre les 'éléphants' pour obtenir l'investiture socialiste à l'élection présidentielle française de 2007».²⁷ Nombreux sont ceux qui ont cru que sa candidature était un leurre. En février 2006, André Rossinot, porte-parole du Parti radical, parlait du «leurre» que constituerait selon lui une «candidature de façade de Ségolène».²⁸ Il s'agirait d'une ruse pour masquer le retour de Lionel Jospin,²⁹ pour préparer le terrain pour François Hollande³⁰ ou pour faire obstacle à Dominique Straus-Kahn.³¹ Dans ce contexte, elle est devenue un lièvre: «Au sein du PS, certains en sont même à se demander si François Hollande, à la manière d'un coureur de 5 000 mètres, ne se sert pas de sa compagne comme d'un lièvre dans le but de venir lui-même coiffer tout le monde au poteau en novembre au moment où les militants devront choisir leur champion pour 2007».³² Dans un deuxième temps, elle est devenue l'usurpatrice pour M. Jospin³³ et ses amis,³⁴ pour M. Fabius³⁵ et pour M. Sarkozy qui pense «...qu'elle sera moins difficile à battre que d'autres pointures du PS».³⁶ Après avoir remporté la nomination, beaucoup ont parlé d'un «des plus beaux hold-up de l'histoire politique française»³⁷ et ont comparé le couple François Hollande et Ségolène Royal à Bonnie et Clyde.³⁸ En fait elle est simplement: «...celle que l'on n'attendait pas, snobée par des éléphants du Parti socialiste, trop imbus d'eux-mêmes pour simplement apercevoir le danger, est maintenant en position de devenir reine de France».³⁹

Face aux éléphants Ségolène Royal

serait une souris. Une version de cette métaphore est qu'au début, les principaux dirigeants du PS n'ont pas pris sa candidature au sérieux: «Au royaume des éléphants, elle était une petite souris qui s'est fauillée entre les pattes des pachydermes socialistes qui n'ont pas pris garde à elle».⁴⁰ Ils étaient tellement occupés à se positionner les uns par rapport aux autres qu'elle en a profité: «Il y a tellement d'éléphants qui se bousculent à la porte que c'est une petite souris qui finira par passer».⁴¹ Une fois que sa popularité dans les sondages a atteint des niveaux record, elle est devenue «la souris qui terrorise les éléphants».⁴² L'ancien premier ministre Jean-Pierre Raffarin, qui ne la porte pas dans son cœur, résume la situation ainsi: «Son talent est d'avoir réussi à jouer les petites souris, à faire croire qu'elle sortait de nulle part, et d'avoir surgi fraîche et rose entre les grosses pattes des éléphants du PS, qui, effrayés, prirent la fuite et n'en reviennent toujours pas».⁴³ «Non le PS n'a pas changé: il voulait 'changer la vie,' mais il n'a pas vu que c'est la vie qui a changé. Son seul avatar a été celui d'un verrouillage par la candidate et son compagnon comme premier secrétaire, la vieille horde pachydermique n'y voyant que du feu...».⁴⁴ Comme on le voit, la souris c'est l'usurpatrice qui n'a pas sa place dans cette affaire et contre qui on se fâche: «Laurent Fabius, vert de jalousie, ne décolère pas contre cette gourgandine de Ségolène, venue lui piquer son 'boulot de dans huit mois'».⁴⁵ C'est aussi quelqu'un qui n'est pas de taille, ce qui rappelle tous les jugements sans appel selon lesquels Ségolène Royal n'a pas la stature, la carrure, les épaules ou l'étoffe

d'un président. Au sens figuré, une souris est souvent une femme légère, une maîtresse ou une prostituée. L'allusion sexiste n'est peut-être pas loin.

Cette comparaison avec les éléphants suggère qu'elle ne fait pas le poids où qu'elle n'a pas suffisamment d'expérience. À cela Ségolène Royal a répondu: «Les éléphants courent moins vite que les gazelles»,⁴⁶ et depuis, de nombreux articles parlent de «la belle gazelle et les éléphants»,⁴⁷ la «gazelle du Poitou au sourire plus blanc que blanc»,⁴⁸ et les autres candidats sont «les deux challengers de la 'gazelle'».⁴⁹ Son succès dans l'opinion publique et chez les militants socialistes a été très fort et très rapide: «...une gazelle entrée comme une fusée dans l'orbite présidentielle contre deux éléphants d'abord incrédules et méprisants».⁵⁰ Dans un souci de paraître différente et aussi pour éviter d'être la cible d'attaques concertées de la part des autres candidats elle a évité certains rendez-vous: «Fidèle à sa stratégie de 'différenciation,' la gazelle s'éloigne lorsqu'elle aperçoit au loin les éléphants s'ébrouer dans la même mare».⁵¹ Malgré tout, la guerre a été dure. L'auteur de la rubrique Radio/Télévision du journal *Le Monde* compare «...les deux feuilletons en cours: la guerre des éléphants contre la gazelle et les mystères de *Wisteria Lane*».⁵² En France, *Wisteria Lane* est le titre de la série américaine *Desperate Housewives*. Il semble que la gazelle ait gagné cette guerre. Dans le livre *Les Éléphants malades de la peste*⁵³ dont le titre fait allusion à celui d'une fable de La Fontaine, Ségolène Royal est la peste qui les rend malade. Un compte rendu du livre explique qu'il s'agit de «...l'affaissement des ténors socialistes rongés par la tumeur ségolienne».⁵⁴

Lorsqu'elle a remporté la nomination de son parti les commentaires ont été: «La gazelle a battu les éléphants»,⁵⁵ la «gazelle a séduit 60,65% des militants»,⁵⁶ «La gazelle n'a fait qu'une bouchée des éléphants qui la méprisaient dans la jungle socialiste»⁵⁷ ou d'une façon plus imagée, selon Guy Bedos, c'est «la gazelle qui a niqué les éléphants et si ça se trouve va aussi niquer le teckel à poil dur».⁵⁸ Même si certains hommes politiques ont du mal à voir une femme prendre la tête de leur parti, un expert note que chez les éléphants «C'est en effet toujours une femelle, déjà expérimentée et ayant donné naissance à plusieurs petits, qui assure le commandement d'un large groupe familial, essentiellement composé de femelles de tous âges et de jeunes mâles, non encore reproducteurs».⁵⁹ Parlant d'une rencontre entre Ségolène Royal et le député des Landes, Henri Emmanuelli, le journal

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Sud-Ouest conclut que «La gazelle du Haut-Poitou serait donc plus tendre que l'éléphant des Landes». ⁶⁰ On note aussi le soin particulier avec lequel on associe la candidate avec la région dont elle est présidente. Généralement, cela est fait de manière péjorative dans le but de rabaisser la candidate au niveau d'une personnalité locale ou provinciale. Édith Cresson, la seule femme à avoir été premier ministre et qui avait été très mal traitée par ses collègues, «...mise sur la gazelle pour mieux enterrer les vieux éléphants». ⁶¹ Après sa nomination la candidate a «...lancé un appel à peine déguisé pour que les éléphants sortent de leur réserve et chargent dorénavant derrière leur gazelle en chef!» ⁶² Lors du discours du 11 février, elle a présenté son programme «...sous le regard sévère de ses maîtres en socialisme, alignés au premier rang, et qu'on appelle les éléphants. Il y a peu, une majorité d'entre eux l'auraient volontiers écrasée; dimanche, dans le hall de Villepinte, seule sur l'estrade, la fourmi rouge tenait sa revanche». ⁶³ Elle aura des difficultés malgré tout car les éléphants «...n'ont pas du tout l'intention de se laisser conduire au cimetière de leurs ambitions par la 'gazelle' ROYAL». ⁶⁴ Certains s'inquiètent de la «coalition des éléphants»: «Ils ont décidé de la faire perdre, même après la désignation». ⁶⁵ Ce qui n'est pas sans rappeler la situation de 2002: «Quelques responsables socialistes pensaient que si Jospin gagnait, ils devraient attendre au moins dix ans pour prendre sa place. Alors que s'il perdait, ils n'auraient à attendre que cinq

ans, la durée d'un mandat présidentiel. Du coup, les 'crocodiles' du PS se sont peu mobilisés pour sa victoire». ⁶⁶

Dans le monde politique il y a aussi des crocodiles. À l'extrême droite, «Jean-Marie Le Pen et Philippe de Villiers sont «deux crocodiles pour un seul marigot» ⁶⁷ et tout le monde s'accordent à dire qu'«il est difficile de faire nager des crocodiles dans le même marigot». ⁶⁸ Le gouvernement actuel «ressemble à un marigot de crocodiles», ⁶⁹ car «Villepin et Sarkozy sont deux sauriens de taille respectable». ⁷⁰ En Afrique, un marigot est un point d'eau alimenté par les pluies, les débordements d'un fleuve ou des nappes souterraines. Valéry Giscard d'Estaing serait un «...vieux saurien, qui en a vu, dans son marigot, des vertes et des pas mûres». ⁷¹ La gauche a aussi les siens: «François Hollande a préféré une majorité déchirée à un parti éclaté. Petit caïman, il a jugé plus prudent de rassembler tous les crocodiles dans le même marigot». ⁷² Ségolène Royal tranche dans ce milieu-là: «Entre tous ces vieux crocodiles un peu fanés, voilà que fleurit le bouton Ségolène. Encore fraîche pour ses 50 ans», ⁷³ «Ségolène Royal n'est pas encore présidente, et pas même candidate car beaucoup de crocodiles (mâles) guettent ce chaperon rose». ⁷⁴ Lionel Jospin qui a longtemps hésité avant de renoncer à se présenter a peut-être eu peur de se jeter à l'eau: «Que se passera-t-il le jour où il plongera dans le marigot au milieu des autres crocodiles?» ⁷⁵ Selon Philippe Bouvard, l'élection présidentielle est toujours une occasion pour se montrer pour les crocodiles: «Certains anciens croco-

diles, jamais consolés d'avoir été expulsés du marigot, feront un ultime tour de piste sur les allées du pouvoir, rappelant, qui une proposition de loi rejetée par le Parlement trente ans plus tôt, qui une manifestation en faveur des couloirs de circulation réservés aux bronchitiques sans papiers». ⁷⁶ Un article satirique combine plusieurs références au monde animal: «Pendant que les autres vont leur train de sénateur, s'échinant à la rattraper dans les sondages, la gazelle met les gaz et s'envole.... Maligne comme un singe, rusée comme un serpent, douce comme une girafe, mais le cuir tanné comme un crocodile qui en avait vu de belles dans le marigot, la gazelle continua à tracer son chemin dans la jungle». ⁷⁷ Dans la mesure où les autres candidats sont de vieux crocodiles, Ségolène Royal serait une libellule: «Les vieux crocodiles ont beau, en clignant de l'œil, claquer des mâchoires, fragile, délicate et invulnérable, elle les survole comme une libellule». ⁷⁸ Pour Jean-Marie Le Pen elle serait «la libellule du Marais», ⁷⁹ une référence au Marais poitevin qui fait partie de la région Poitou-Charentes dont elle est présidente. Philippe de Villiers l'a aussi traitée de «grenouille du Marais poitevin». ⁸⁰ Dans ces comparaisons avec les crocodiles, Ségolène Royal apparaît une nouvelle fois comme une créature fragile ne faisant pas partie de ce milieu: une libellule ou une fleur. Il est intéressant de noter que son compagnon, François Hollande, est considéré comme étant un petit caïman et pas elle, alors qu'ils ont suivi un parcours identique.

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Nombre d'hommes politiques font figure de dinosaures, à commencer par les deux candidats au deuxième tour de l'élection présidentielle de 2002: Jacques Chirac («le départ annoncé d'un tel dinosaure de la vie politique sera en soi un événement»⁸¹) et Lionel Jospin («Au sein même du parti, il fait figure de 'dinosaur' pour ceux qui ironisent sur le 'Jurassic Park'»⁸²). Il y a aussi «...Jean-Marie Le Pen et une Arlette Laguiller qui se sont déjà présentés, pour l'un quatre fois, pour l'autre cinq, vont faire figure de dinosaures».⁸³ À propos du congrès du PS de 2005: «Nos dinosaures sont donc en congrès. Le Mans, c'est Jurassic Park».⁸⁴ Pour Rachid Kaci (président de Droite libre, associée à l'UMP), Ségolène Royal, «...c'est le retour à Jurassic Park. Il nous appartient de tout faire pour nous en protéger».⁸⁵ Alors qu'elle incarne le changement, il se trouve de ceux qui estiment qu'«elle ne propose aucune rupture avec le socialisme dinosaure à la française».⁸⁶ Le porte-parole de l'UMP Luc Chatel a déclaré que «Le pacte présidentiel de Ségolène Royal ressemble de plus en plus à 'jurassic pacte' et que 'Mme Royal nous a ressorti les dinosaures du placard, puisque nous avons eu droit au retour de Jospin, de Mauroy, de Martine Aubry».⁸⁷ Selon un des lecteurs du journal *Le Figaro*, le programme de Ségolène Royal est un «programme jurassique imposé par les dinosaures».⁸⁸ Corinne Lepage, présidente du mouvement Cap 21 et candidate à la présidence de la République en 2002, a introduit une nouvelle espèce animale: «Elle a brocardé les 'dinautruques,' mélange de dinosaures et d'autruques, et la 'caste des mille marquis,' qui 'gouverne alternativement la France depuis 30 ans'».⁸⁹ Dans ce cas, les dinosaures sont une espèce que l'ont croyait éteinte. Ségolène Royal n'en fait

pas partie, mais elle est jugée être trop proche d'eux.

Pour certains, la campagne électorale rappelle les fables de La Fontaine à commencer par «La cigale et la fourmi»: «La fable que se racontent aujourd'hui les socialistes transforme Ségolène Royal en cigale, qui, lorsque la bise sera venue, n'aura d'autre choix que de s'incliner devant la fourmi-Lionel Jospin».⁹⁰ Plusieurs articles s'inspirent de la fable «Le Lièvre et la tortue»: «Les lièvres Fabius et Strauss-Kahn ont laissé filer la tortue Royal qui, sans grande imagination, leur a refait le coup de la fable»;⁹¹ «La tortue de La Fontaine qui regarde les lièvres dans son rétroviseur et a toutes les raisons de moquer ceux qui expliquaient qu'elle était partie trop tôt et qu'elle exploserait en vol au prétexte qu'elle manquait de ce souffle politique dont ils estimaient, eux, être les seuls dépositaires».⁹² Seulement, après avoir emporté la nomination, «le lièvre Royal a été dépassé par un Sarkozy—qui n'a rien à voir avec une tortue».⁹³ Paraphrasant «La Grenouille qui veut se faire aussi grosse que le bœuf», un article décrit Ségolène Royal comme une grenouille sécuritaire qui «...aspire à se faire aussi grosse que le bœuf Sarkozy».⁹⁴ Encore une fois son adversaire est un animal de taille bien plus importante qu'elle, et elle essaie en vain de se hisser à sa hauteur. Pour continuer dans les références littéraires, la candidate du PS a aussi été comparée à Blanchette, la chèvre de Monsieur Seguin^{95,96} (Alphonse Daudet, *Les lettres de mon moulin*, 1866). Il s'agit d'une autre image où la candidate est présentée tout à son désavantage: une petite chèvre qui sera dévorée par le méchant loup.

Un éditorialiste du magazine *Le Point* voit en Ségolène Royal une hirondelle: «Cette hirondelle ne fait pas le printemps,

mais c'est tout de même une hirondelle... À lui seul, l'envol de Ségolène Royal fait à bon droit causer. Et peut-être réfléchir...» et conclut son article en disant que les «électeurs de gauche, impressionnés par son avance, préfèrent gagner avec une hirondelle plutôt que perdre avec un éléphant».⁹⁷ C'est une façon imagée de rappeler que sa très forte popularité dans les sondages qui montraient qu'elle était la seule à pouvoir battre Nicolas Sarkozy a contribué au succès de la candidate. De son côté *Libération* rappelle que «...Simone Veil—une femme déjà, jolie aussi et de tropisme centriste, qui a paru elle aussi offrir une alternative aux visages fatigués de la V^e République. Mais cette hirondelle, longtemps cajolée par les sondages, n'a pas fait le printemps, comme on sait».⁹⁸

Autre comparaison avec le monde animal: «Ségolène Royal est un adversaire 'anguille' que la droite peine à cerner et à combattre, et qu'elle n'a, dans une large mesure, pas vu venir».⁹⁹ L'expression «anguille en talons aiguille»¹⁰⁰ fait aussi le lien avec les nombreux articles dans lesquels on ironise sur les «escarpins» de Ségolène.

Dans son combat contre les éléphants, les crocodiles et les dinosaures, tous animaux imposants et redoutables, Ségolène Royal n'est qu'une souris qui passe inaperçue, une gazelle qui court vite, une libellule qui survole le marécage. Elle est tour à tour le lièvre et la tortue de la fable, la chèvre qui sera dévorée par le loup ou la grenouille qui veut se faire aussi grosse que le bœuf. Même si elle a réussi à tromper les éléphants, une chose est constante dans ces images—Ségolène Royal ne fait pas le poids, elle n'est pas à sa place dans cette élection. Être comparé à des animaux n'est certainement pas flatteur, mais si l'on considère le nombre

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d'articles qui utilisent ce procédé on peut se demander s'il n'y a pas acharnement. Ses concurrents masculins sont parfois associés à des animaux mais pas du tout dans les mêmes proportions. Les autres candidates dans cette campagne Dominique Voynet, Marie-George Buffet et Corinne Lepage n'ont jamais subi ce traitement: pas de nom d'animaux, pas de commentaires sur leurs chaussures, leurs tailleurs ou la couleur de leurs vêtements. La différence tient sûrement au fait qu'elles sont toutes trois très bas dans les sondages alors que Ségolène Royal a très vite été perçue comme ayant une réelle chance de l'emporter.

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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*

**CONCOURS INTERNATIONAL
DE CORRESPONDANCES DE
CLASSES**

Le but du concours est d'établir une correspondance régulière en français, par courrier postal ou électronique, entre élèves de pays différents. La correspondance peut être individuelle ou collective, mais la classe entière doit participer au concours. Le thème du concours «être jeune aujourd'hui» est le fil conducteur permettant aux élèves de s'exprimer librement sur des sujets qui les concernent directement. (Cela ne signifie pas que toute la correspondance doit porter sur ce thème; les élèves sont libres de leurs échanges!)

Le concours s'adresse aux élèves de 10 à 18 ans, des établissements publics et privés et à leur professeur de français, dans le monde entier (y compris en France). Les deux classes impliquées dans l'échange doivent participer ensemble au concours.

Un des professeurs partenaires doit remplir le formulaire d'inscription, en indiquant les coordonnées des deux professeurs. Si vous n'avez pas encore trouvé votre partenaire, ne vous inscrivez pas maintenant. Vous pouvez utiliser les petites annonces pour trouver un enseignant prêt à participer avec vous au concours.

Les documents à fournir sont la feuille d'inscription, une photo de chaque classe, et les 10 lettres et réponses sélectionnées. Votre correspondance sera effectivement jugée sur 10 lettres et leurs réponses. Les élèves devront en plus, au cours de leurs échanges, utiliser l'un des dix «mots migrants» choisis cette année dans le cadre de la Semaine de la langue française, et le mettre en évidence par de la couleur ou une typographie particulière: abricot, amour, bachi bouzouk, bijou, bizarre, chic, clown, mètre, passe-partout et valser.

La date limite de participation a été repoussée au **28 mai 2007**. Pour tous les renseignements concernant ce concours, consultez le site de la Fédération internationale des Professeurs de Français [www.fipf.org].

CALENDRIER PERPÉTUEL

On what day...

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

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

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

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

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

PLATINUM LEVEL BENEFACTOR:

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

GOLD LEVEL BENEFACTOR:

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

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

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

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

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)

\$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.

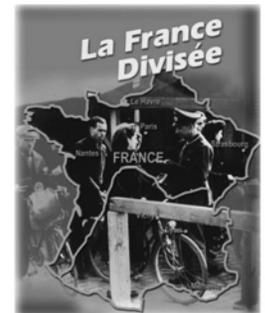
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SPECIAL OFFER: NEW AATF FLYER

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. 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/DVD or CD (Please indicate your choice; select only one.)
 - _____ Video or _____ DVD *Le Français m'ouvre le monde video*
 - _____ Video or _____ DVD *Forward with French* _____ Video or _____ DVD *Forward with FLES**
 - _____ *Architectural Walking Tour of Paris (CD)* _____ *Teaching Business French (CD)*
- 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 _____

“LA MUSIQUE C’EST QUELQUE CHOSE DE MAGIQUE:” MES AÏEUX

During 2006 the *Québécois* group *Mes Aïeux* was at or near the top of the charts all year with their album *En famille* and their recently released CD/DVD *Tire-toi une bûche* which features a video recording of a concert during their 2006 tour.

Many of their videos and lyrics are available on their Web site [<http://mesaieux.qc.ca>], and recordings may be purchased on-line from [Archambault.ca] or [Amazon.ca]. Various adaptations of their music are now beginning to appear on YouTube. As the result of a chance meeting with group members Stéphane Archambault and Marie-Hélène Fortin after the 2005 AATF convention in Quebec, we have received permission to publish the lyrics and our teaching exercises for their music in the *National Bulletin* and on the AATF Web page [www.frenchteachers.org].

We hope to make these exercises a regular feature in the *National Bulletin* and on the AATF Web site. The first song we have selected is their mega-hit, “Dégénération.” The Web site [www.french-music.org] described them as follows: “*Mes Aïeux* in concert is something to see, hear, sing, dance and contemplate. *Mes Aïeux* in concert is a breath of fresh air.” Open the window and let in the air! (See page 48 for the song.)

Extraits de Vocabulaire pour mieux comprendre la musique de *Mes Aïeux* tirer une bûche

prendre une chaise et s’asseoir
défricher

travailler à rendre cultivable une terre
pis

variante de *puis*; et/ou synonyme de *et*.
rentabiliser

rendre rentable, profitable une terre
pus

plus
gars

jeune homme, enfant, mec
variations masculins et féminins

mon pitou, ma pitoune, mon minou, ma minoune, mon b’bé, mon pitte, mon coco, ma cocotte, mon chou, mon chouchou, ma chouchoune, ma belle chouette, ma poupoune, ma poune, mon toutou, ma toutoune, mon pitchounet, ma pitchou-nette, ti-gars, fifille, mon beau bon-homme, mon homme, mon ti-homme.

frette

très froid; **Y fait fret** = il fait très froid. *Frette* se dit surtout quand il fait vraiment froid et qu’on s’exclame: «hostie qu’il fait frette aujourd’hui!»

lopin

petit morceau de terrain, terrain de petite dimension, parcelle

cenne

Déformation de «cent» (centième de dollar); pièce en alliage cuivreux valant un sou (par opposition à *cenne blanche*), pièce de cinq, dix ou vingt-cinq sous, fabriquée en argent, puis en métal blanc (par opposition à *cenne noire*).

Cenne noire

pièce de 1 cent. On dit «noire» car elle est en cuivre et qu’elle devient foncée avec le temps. Très peu de Québécois prononcent le «t» à la fin de *cent*.

REER - Régime Enregistré d’Épargne-Retraite

compte d’épargne-retraite personnel offert par les institutions financières, selon un montant précis; régime de retraite individuel qui permet à un particulier de se constituer un capital de retraite en faisant fructifier à l’abri de l’impôt des sommes qui ne seront imposables que lorsqu’il les retirera.

swignait - danser; exemple: «Swigne la bacaisse dans l’fond d’la boîte à bois». = faire tourner la petite grosse sur elle même jusqu’à la chambre à fournaise, la chanson de l’humoriste Yvon Deschamps «*Je suis moi*»

tivi

télévision

veillée

soirée; la veillée est la période qui suit le repas du soir: «Bon, on va veiller où ce soir?», «On va passer la veillée avec vous aut’».

encabané

enfermé, peut-être dans une cabane ou dans un logement

cabane

Au Québec il y a des cabanes de bûcheron, des cabanes de pêcheur (sur glace), et des cabanes à sucre

la grosse misère

la grande dépression, une grosse difficulté; exemple: «Maudit qu’c’est dons d’la grosse misère, Quand chu pogné pour m’ennuyer», chanson de Paul Piché, «Y’a pas grand chose dans l’ciel a soir»

l’époque yé-yé

Le mouvement yé-yé (ou yéyé) est né en France au début des années 1960. Le nom vient des mots *yeah! yeah!* des chansons anglo-américaines du temps. La vague yé-yé s’est aussi étendue au Canada à partir de 1962.

Quelques sites pour découvrir la parlure québécoise

Office québécois de la langue française [www.oqlf.gouv.qc.ca/ressources/gdt.html]

Le Trésor de la langue française au Québec de l’Université Laval [www.tlfg.ulaval.ca/fonds.asp]

Le Dictionnaire [www.le-dictionnaire.com]

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FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-77 (1927-2005) 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. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants_na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don’t have access to a subscribing library.

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 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].

DÉGÉNÉRATIONS— Mes Aïeux

Exercices

Describe how the lifestyle of each generation changed.

1. Do you think that this is generally true?
2. Choose a topic and trace it from the way that your great-great-grandparents dealt with it to the way that you deal with it today (e.g. transportation, housing, etc).
What is the irony of each verse?
3. According to the last stanza what can we do to make things change (both literally and figuratively)?
Relate this song to the unit on progress.
4. How have the improvements in our lifestyles somehow affected us in a negative way?

Note: We often use the lyrics of popular music to stimulate discussion in English before or after vocabulary, grammar or composition work in French.

Dégénérations – Mes Aïeux

(S. Archambault, Mes Aïeux / S. Archambault, Mes Aïeux)
Album : *En famille*, 2004, Site web: [<http://mesaieux.qc.ca>]

Ton arrière-arrière-grand-père, il a défriché la terre
Ton arrière-grand-père, il a labouré la terre
Et pis ton grand-père a rentabilisé la terre
Pis ton père, il l'a vendue pour devenir fonctionnaire

Et pis toi, mon p'tit gars, tu l'sais pus c'que tu vas faire
Dans ton p'tit trois et demi bien trop cher, frette en hiver
Il te vient des envies de devenir propriétaire
Et tu rêves la nuit d'avoir ton petit lopin de terre

Ton arrière-arrière-grand-mère, elle a eu quatorze enfants
Ton arrière-grand-mère en a eu quasiment autant
Et pis ta grand-mère en a eu trois c'tait suffisant
Pis ta mère en voulait pas; toi t'étais un accident

Et pis toi, ma p'tite fille, tu changes de partenaire tout l'temps
Quand tu fais des conneries, tu t'en satures en avortant
Mais y'a des matins, tu te réveilles en pleurant
Quand tu rêves la nuit d'une grande table entourée d'enfants

Ton arrière-arrière-grand-père a vécu la grosse misère
Ton arrière-grand-père, il ramassait les cennes noires
Et pis ton grand-père—miracle!—est devenu millionnaire
Ton père en a hérité, il l'a tout mis dans ses RÉERS

Et pis toi, p'tite jeunesse, tu dois ton cul au ministère
Pas moyen d'avoir un prêt dans une institution bancaire
Pour calmer tes envies de hold-uper la caissière
Tu lis des livres qui parlent de simplicité volontaire

Tes arrière-arrière-grands-parents, ils savaient comment fêter
Tes arrière-grands-parents, ça swignait fort dans les veillées
Pis tes grands-parents ont connu l'époque yé-yé
Tes parents, c'tait les discos; c'est là qu'ils se sont rencontrés

Et pis toi, mon ami, qu'est-ce que tu fais de ta soirée ?
Éteins donc ta tivi; faut pas rester encabané
Heureusement que dans' vie certaines choses refusent de changer
Enfile tes plus beaux habits car nous allons ce soir danser...

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LES LIAISONS DANGEREUSES: THE DEVIL AND THE CINEMA OF CRUELTY COME TO THE AID OF AN 18TH-CENTURY LITERATURE COURSE

As ambassadors of our beloved French language and culture who do much of our work in the classroom, we are almost always constrained by instrumental concerns that are external to our commitment to our students and our curriculum. I have felt these constraints for many years as a faculty member. However, as the neophyte Department Head of Modern Languages at a small state university with majors in French and Spanish, I am dealing anew with the reality we all understand; enrollments in French, especially in upper-division courses, are not always what we would like them to be. This essay is not about seeing the enrollment picture from this new perspective, however. Rather, it is about sharing my experiences using feature films to enhance enrollments in these upper-division classes, with a particular example in mind. And although it is specific to my 18th-century literature course, I believe that one could adapt it for use either in high-school programs or in more general culture/civilization courses at the university.

In an editorial for *The Chronicle of Higher Education*,¹ Simon Richter, then the Chair of Germanic Languages and Literatures at the University of Pennsylvania, explains how he sought "help from the Devil in boosting course enrollments." More specifically, by renaming his course on the legend of Faust in literature and film "The Devil's Pact in Literature, Film, and Music," he reveals that he was able to increase enrollments by almost 500 percent in the first year: "the new name evidently struck a chord—the Devil enjoys better name recognition among our students than Faust does" (A56). Richter continues his primer: "The banishment of Faust from the title did not mean his departure from the course. [...] merely cosmetic change is usually not enough to increase enrollments" (A56). Indeed, as Richter wisely counsels, it is by capturing students' interest (if not their hearts and souls) through careful selection and preparation of materials that we "find the points at which our two paths—those of our students and of our disciplines—meet, where students' questions resonate with the best our fields can offer" (A56). And for me, one of my most successful efforts at this incorporates four film versions² of Pierre Choderlos de Laclos' *Les Liaisons dangereuses* (1782)³ into our study of both the novel and *le siècle des lumières* of which it is a representative text.

Pedagogical preparation starts with the syllabus and the structure of the course. Breaking the period up into sections (*Précurseurs, l'Essor des lumières, Pré-*

romantisme, and *Décadence/Bouleversements*),⁴ I set the stage for the viewing and the discussion of these films within the century's larger context. And like Richter, I am willing to make a so-called "pact with the Devil" by promising, in both our materials and our discussions, a close look not just at the *décadence* of the period and its society, but also the *dissipation, dissimulation, dépravation*, and eventually, the *destruction* that make these liaisons so dangerous, so popular, and so frequently reexamined by *le septième art*. Such is a useful metaphor for the fate of the entire *Ancien Régime* both in France and beyond, and the students have little trouble picking this up.

I should mention that in my literature survey courses, I favor an in-depth examination of a few representative works to spending token amounts of time on a long "laundry list" of short readings and cursory discussions. As my syllabus will reveal,⁵ we spend more than three weeks of class time on *Liaisons Dangereuses*, and nearly as much on Voltaire's *Contes philosophiques* and Rousseau's *Émile*. Nevertheless, by interspersing student presentations with briefer coverage of less iconic authors, the rhythm of the course is in constant flux and boredom is avoided. In addition, I believe that the longer time spent on *Liaisons Dangereuses* appeals to students' ambition and, as Richter would have it, increases their investment in the course and the discipline.

It is also great fun. I begin our discussion of the novel by asking students if they have seen *Dangerous Liaisons*, the American version of the film by Steven Frears (1988). Usually, some have, and discus-

sion ensues. Then I ask if they've seen *Cruel Intentions* (Roger Kumble 1999), the seemingly less substantive, contemporary film version of the story, or even the TV show based on it. Almost all of them have, but, because it is so intertextually distant from the novel and its other film versions, many or even most of the students are unaware of its relationship to Laclos' epistolary masterpiece.

With the students' interest now piqued, the door is open for our initial discussion of that masterpiece, and once the customary historical and literary context has been briefly addressed, that discussion focuses primarily on *épistolarité*. This is the element that not only sets *Les Liaisons Dangereuses* apart from most of what they normally read in survey courses, but is also what gives it such presence in and relevance to their everyday lives. The general idea of *épistolarité* is already somewhat familiar to them, because we have already read selections from Montesquieu's *Lettres Persanes*. However, I have found that a short discussion of several points prepares them for what is to follow.

First, the substance of the novel is transmitted by letters, but the action is not only *in* these letters; it is often *about* them. Much of the story is about communications that are lost, stolen, intercepted, interrupted, collected, returned, accompanied by objects, sent to one person but read by someone else, written for one person but sent to another and left open to be read, sealed and sent by a third, etc. To help illustrate this, I ask students to pull out their cell phones and send a brief SMS (text message) to a friend and later, tell them why they did so. What will be more interesting, I ask them,

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the message itself or the context under which it was sent? "What? Your French professor told you to send me that message in class? How come?" The message's method of transmission thus becomes the essence of the story; something this wireless generation certainly understands better than anyone.

Other points merit mention as well; the element of *voyeurisme* that is usually absent from other novels (and even largely from these films), the degree to which *Liaisons Dangereuses* amounts to a psychological portrait of human behavior, the *vraisemblance* made possible by the fact that each letter must be motivated, written, and read by the characters, and that in reading them as well, students are sharing directly in the characters' experiences.

It is now time to send them off with an assignment to view *Valmont* (Milos Forman 1989), which I place on reserve in the language lab. They combine the viewing with a reading of the novel's "*Avertissement de l'éditeur*" and "*Préface du rédacteur*," which, in only a few pages, offer the fascinating metatextual apparatus that contextualizes the letters as well as the author's motivation to write the novel. More importantly, they also offer a stern warning against just the kind of corruption and seduction our students can see daily on their TVs, iPods, and computers. They will enjoy plenty of them in *Valmont*, and although we spend the next several class periods working on the novel, we only have time to read a selection of about 50 of its most important letters. Therefore, I find that the Forman film, which concentrates most effectively on the psychological aspect of the story, provides a good framework upon which the students can build their understanding of the letters we do read.⁶

Certain ones must be covered because they are central to the plot. Examples include #36, Valmont's seductive "attack" on Madame de Tourvel; #41, her rejection of it; and #165, the recounting of her eventual, tragic death. #162 and #173, respectively, reveal the downfall of Valmont and Merteuil. Other letters are essential to the development of the characters, in particular the encyclopedic #81 that offers an autobiography of Merteuil.

Still others are key to understanding the concept of *épistolarité*, and these seem to interest the students most. Letter #16, in which Cécile recounts: "j'allai prendre ma harpe [et] je trouvai dans les cordes une lettre pliée, et point cachetée, et qui était de lui" (45), is a good example because the students recognize a similar moment in the Forman film. They may also recognize #47 and #48, in which they witness the dramatic irony of Valmont composing another plea

to Tourvel upon *courtisane* Émilie's nude back, calling that surface "la table même sur laquelle je vous écris, consacrée pour la première fois à cet usage" (104) and assuring his prey that "dans ce moment, je suis plus heureux que vous" (103). This is not like the Forman film at all, for there it is Cécile who, taking dictation from Valmont in a letter to Danceny, is seduced by the former in a bizarre corruption of that conquest, which is recounted in letter #96. Rather, it is the Frears version that presents a faithful reproduction of this comical irony.

This kind of comparative analysis really hooks the students, because again, it is what ties the novel and the society it portrays to their own experiences. To intensify this effect, after finishing our readings we view Roger Vadim's 1960 version of the film, "updated" to take place in the France of that period and interestingly backgrounded with the 1950s bebop jazz culture imported from the U.S. If time permits, we spend two class periods on it, but even if this is not possible, by now students have reached a level of understanding that goes far beyond what they get out of a mere reading of the novel or viewing of one film. Indeed, Vadim's film, with its modernized time and place, invites them to consider questions such as: Why are Valmont and "Juliette" married, and how does this affect the dynamics of the story? What replaces handwritten letters as the modes of communication between the protagonists, and how are they used to transmit the key messages and events in the film? How does Vadim's introduction to the film, which he offers in English, compare in form and function to the aforementioned *avertissement* and *préface*?

Indeed, students can easily recognize from modern American society the conservatism that, in the 1950s, would have insisted on the protagonists' civil status, and they quickly pick up on how the telephone, telegraph, and tape recorder stand in for letters and sealing wax. They enjoy comparing the different iterations of "poetic justice" to which the Valmont and Merteuil characters are subjected in the end, and, with a little help, they begin to see how all the film versions' examples of aristocratic excess, as well as Laclos' original protagonists, represent a portrait of the *Ancien Régime* at its worst.

Following Richter, we also take advantage of the novel's contextual present, obviously necessary to its epistolary format, to further increase the students' investment in the material. By performing partial or entire letters before the class, they are able to see the degree to which the characters are, for all intents and purposes, performers, and they are unsurprised to learn that the

story has also been successfully performed on stage.

Incorporating the Frears and Kumble versions of the film into the class has presented me with a significant challenge, and other than showing a few carefully chosen scenes, the time available to us for this part of the course simply does not allow much more. This is a shame, because both films have significant merit. Frears' Oscar-winning depiction is unsurprising in this regard, but despite its challengingly frank language and "R" rating, *Cruel Intentions* is, in some ways, more true to Laclos' novel than any other of the films.⁷ And like Vadim's, it offers another successful "update" to the time and place. For now, however, I simply make the films available in the language lab and ask the students to view them during the course of our studies. My not-so-cruel intention for next time is to prepare a DVD with key scenes from all four films.

Assessing this part of the course can also present a challenge. However, since I have always believed that comprehensive final exams are, as Robert R. Mollenauer calls them, "sadistic seasonal rituals which generate unbearable pressures and produce results that seldom justify the efforts of student or teacher"⁸ (115), I have created a series of questions from which students choose and then present their responses to their colleagues in the form of a panel discussion. Also at Mollenauer's suggestion, I plan to have students document their learning in this part of the course with a daily journal.

To close, I would like to encourage French teachers in any program to experiment with these and other films to complement their teaching of French literature, civilization, and culture. Using them in my 18th-century survey course has made it one of the most enjoyable teaching experiences of my career, and although I cannot boast a 500 percent increase in enrollments, I can certainly see that this "pact with the Devil" has been a most rewarding compromise for my students and for me. I respectfully invite all inquiries.

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Notes and References

- 1 Richter, Simon. "Help from the Devil in Boosting Course Enrollments." *The Chronicle of Higher Education* 46.45 (2000), A56.
- 2 #1: *Dangerous Liaisons 1960*. Dir. Roger Vadim. Perf. Jeanne Moreau, Gérard Philipe, Annette Vadim. French with English subtitles. Interama Video Classics, 1960.
#2: *Dangerous Liaisons*. Dir. Stephen

Frears. Perf. Glenn Close, John Malkovich, Michelle Pfeiffer. English. Warner Brothers, 1988.

#3: *Valmont*. Dir. Milos Forman. Perf. Colin Firth, Annette Bening, Meg Tilly. English. MGM, 1989.

#4: *Cruel Intentions*. Dir. Roger Kumble. Perf. Sarah Michelle Gellar, Ryan Phillippe, Reese Witherspoon. English. Columbia, 1999.

3 Laclos, Pierre Choderlos de. *Les Liaisons Dangereuses*. Paris: Garnier Flammarion, 1981.

4 Divisions suggested by the structure of *Décote*, Georges et Sabbah, eds. *Itinéraires littéraires XVIII^e siècle*. Paris: Hatier, 1989 (an anthology I have used

for this course, which unfortunately, is out of print).

5 For my syllabi, cf. [http://apache.ngcsu.edu/Academic/Arts_Let/LangLit/french/BMann/Resources/Past.htm].

6 Cf. Humbert, Brigitte E. "L'Adaptation cinématographique dans le cours de littérature française." *The French Review* 72 (April 1999), 839-52.

7 Cf. Humbert, Brigitte E. "Cruel Intentions: Adaptation, teenage movie, or remake?" *Literature/Film Quarterly* 30.4 (2002), 279-286.

8 Cf. Mollenauer, Robert R. "A New Approach to Survey Courses." *Die Unterrichtspraxis/Teaching German* 3.1 (Spring 1970), 114-17.

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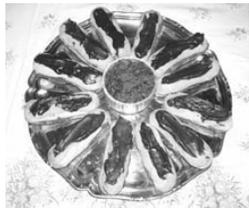
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What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a "school-to-work" curriculum;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

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advocates respond to more fundamental problems at a program level—how to retain or increase necessary funding for a program; how to avoid cuts in requirements or to increase requirements, how to impact school board policies affecting languages.

Newly-elected Vice-President Barbara Ransford described her personal battle with the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford related her scramble to round up a coalition of colleagues who could testify about the importance of many languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before they are needed. "Don't sit back!" she urged members. "Know your clientele and be vocal."

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2)

outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, *Alliances françaises*, French-American Chamber of Commerce, world trade organizations, etc.

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

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AN AATF LOVE STORY

Her View: In 1975, I was already a foreign language teacher in a suburban high school outside of Philadelphia. I never minded the 18-mile commute from my childhood home in Bala-Cynwyd, and would look forward to the long drive back and forth to work each day. My life was, indeed, full for a single professional woman who took her work seriously. I was also an active member of my local AATF chapter and attended meetings and took advantage of scholarship opportunities for French teachers, having received an AATF scholarship to Grenoble in the summer of 1975.

In early November 1975, I decided to attend the AATF Convention which was to be held in New Orleans in December. I was excited to meet again my colleagues from the summer. I asked another colleague who taught in a private school to accompany me and to share expenses in the elegant Fairmont Hotel.

His View: *The AATF National Conference was looming on the horizon, and I had to make an immediate decision whether or not to attend. Finally, I decided to fly directly to a city which had been beckoning me for years.*

Upon arriving in New Orleans, I went directly to the YMCA where I could stay a week for \$39, the cost of one night at the Fairmont Hotel where the conference was taking place. The Conference began; I saw old friends, met new ones, but had no idea what the fates had in store in me.

Her View: I arrived in New Orleans, and while my colleague and I waited in line at the registration desk, I met a lovely woman from Maine who appeared anxious. She was looking for her friend who was supposed to meet her. She then explained that she couldn't possibly pay for the room herself. I offered to share the room with her and my colleague, and we would split expense three ways. So, it was done; and that's how I met my new friend, Sister Eva Chouinard.

The conference was memorable because the FIPF teachers also joined us. There were colleagues from all over the world. I enjoyed all the sessions I attended, and I also saw my colleagues from Grenoble. I loved discovering the French culture in the city of New Orleans.

His View: *I had no idea what the fates had in store for me until I laid eyes on a young lady who dazzled me. She was inaccessible on the other side of the room, surrounded by a coterie of colleagues, and there were wall-to-wall people in the room. Not totally discouraged, I attended the last meeting of the conference. But when I arrived, she wasn't anywhere to be seen, alas! The meeting commenced, and I took a seat*

in the back. Fortuitously, there was an empty seat next to me, just in case!

A few minutes later, someone entered and, lo and behold, it was the young lady whose smile had attracted me. I was delighted, stood up, pointed to the empty seat, and invited her to sit next to me. We started to chat ever so quietly; however, the people in front of us shushed us, so we started to write notes to each other en français.

Her View: At the last session, a huge business meeting in the grand ballroom, I arrived late. Since the meeting had already started, I sat in one of the last rows, alongside a handsome young man who urged me to sit in the empty seat next to him. He immediately started to talk to me, but after several people turned around to quiet us, we started communicating by writing notes en français. I discovered he was a professor in Massachusetts. Afterward, he asked me to go to dinner with him, but I was going to the AATF Banquet. He said he would see me during the cocktail hour.

His View: *We attended the reception and banquet together, took a romantic walk on Canal Street. By the time we returned to the hotel, I knew that Cindy Stein would be my wife.*

Her View: I dressed up for the Banquet and came into the cocktail hour looking for my new friend from Massachusetts. During the Banquet he was thrilled to have the opportunity to hear René Haby, the French Minister of Education, speak. After dinner, he invited me for a walk along Canal Street. We discovered we had so much in common, especially French. When we got back to the hotel, it was way past midnight. He had planned to spend the night in the lobby to go on the excursion the next day. I, on the other hand, was leaving to go home. I said that he could doze off in the chair in my room. He was reluctant, but I insisted. Sister Eva woke up and saw the shadow of a man sitting on the chair beside the bed and asked, "Who is that man?" I replied, "Oh, he's a friend and he doesn't have a room."

When I woke up, the phone was ringing. I picked it up to hear a voice say, "I'm downstairs waiting for the bus." I quickly got dressed and went downstairs to say goodbye to my new friend whom I thought I would never see again.

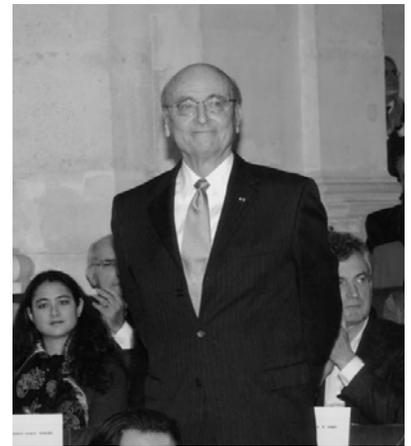
His View: *Six months later, on June 20, 1976, we were married. Well over 30 years and three Francophone sons later, we still give credit to the AATF for our meeting. This past July in Milwaukee at the AATF National Convention, we celebrated our 30th year together.*

Mel and Cindy Yoken

MEMBERS' NOTES

AATF members **Diane Birchbickler**, Ohio State University, and **Rita Oleksak**, World Language Coordinator for the Glastonbury (CT) Public Schools, testified before Congress in February. Rita is the current President of ACTFL and Diane is a Past-President of ACTFL. They testified before the Senate Subcommittee on Oversight of Government Management, the Federal Workforce and the District of Columbia, chaired by Senator Daniel Akaka (D-HI). Rita's full testimony can be found on the ACTFL Web site at [www.actfl.org].

AATF member **Christine Lanphere** (CA) was selected as the 2007 ACTFL National Language Teacher of the Year. Christine teaches at Natomas High School where she is World Languages Department Chair. She will attend the AATF Convention in Baton Rouge where she will participate in a session organized by the AATF Commission for the Promotion of French.



At its annual *séance publique* on November 30, 2006, the *Académie française* awarded one of its *Grand Prix* to **Ronald W. Tobin**, former Editor in Chief of the *French Review* and AATF Honorary Member. The *Grand Prix* takes the form of a *médaille en vermeil* that the *Académie* "réserve aux personnalités qui ont contribué à assurer, à travers le monde, le Rayonnement de la langue et de la littérature françaises." M. Yves Pouliquen of the *Académie*, read the following citation: À M. Ronald Tobin, professeur à l'Université de Santa Barbara en Californie. Il est l'un des plus ardents et autorisés chefs de file des études françaises aux États-Unis, études françaises que les ouvrages qu'il a consacrés à nos auteurs classiques mais aussi la revue *French Review* qu'il a dirigée pendant plusieurs décennies, ont entretenues dans le monde."

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

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

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

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

**SELF-STUDY GUIDE
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Learn how to...

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



**NATIONAL FRENCH WEEK:
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Pour la reconnaissance,
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de la langue française et
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Branchons-nous...

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**Initiatives locales, régionales, et nationales
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Consultez le *National Bulletin* et le site Web de l'AATF
[www.frenchteachers.org] pour d'autres renseignements.

**MARK YOUR
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JOIN US IN
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Attend the 80th annual AATF
convention as we meet in
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Join more than 500 col-
leagues from across the U.S.
as we celebrate the French
language and all its cultures.

MEMBERSHIP DRIVE

*The AATF is launching a three-
year membership campaign! See
the announcement on page 20 for
information concerning the 3-for-1
offer for a year's free membership.*

GAUFRES LIÉGEOISES

Pour 20 gaufres:

- 1 kg de farine (2.2 lb. or 8 cups)
- 75 g de levure (3 oz.)
- 5 dl de lait et eau tempérés (1 pint or 2½ cups)
- 50 g de sucre sciure ou sucre semoule ultra fin ou sucre impalpable (2 oz.)
- 2 œufs
- 500 g de beurre (18 oz. or 2 cups)
- 50 g de miel (2 oz.)
- vanilline ou cannelle
- 3 g de bicarbonate de soude (1 cuillère à café)
- 600 g de sucre perlé (3 cups or 1 1/3 lb.)

- ✓ Faire une pâte levain avec 800 g de farine, la levure diluée dans les 5 dl de lait et d'eau, le sucre sciure, les œufs.
- ✓ Laisser reposer pendant 15 minutes puis ajouter le beurre, le miel, 200 g de farine, le sel et la vanilline ainsi que le bicarbonate de soude.
- ✓ Pétrir le tout pour obtenir une pâte homogène.
- ✓ Laisser reposer pendant 10 minutes dans un endroit tempéré.
- ✓ Ajouter ensuite le sucre perlé et diviser en pâtons de 90 à 140 g selon le fer, laisser reposer un peu.
- ✓ Cuire à feu doux pour les grosses gaufres et à bon feu pour les fers à mailles peu profondes.

© La confrérie de la gaufre de Liège [<http://users.skynet.be/els25478/pages/recettesdivers.htm>] Plus d'information sur le sucre sur [www.tiensesuiker.com] (rubrique: produits > les sucres de cuisine).

Notes:

- la levure = la levure de boulanger = yeast
- le sucre perlé = granulated sugar
- le bicarbonate de soude = baking soda

SALADE LIÉGEOISE

Ingrédients pour 2 personnes:

- 500 g de haricots princesses (1 lb.)
- 3 belles pommes de terre
- 1 oignon
- 125 g de lard fumé (ou frais) (5 oz.)
- 0,5 dl de vinaigre (1/4 cup or 2 oz.)
- un morceau de beurre
- un peu de persil

- ✓ Faites cuire les pommes de terre avec leur pelure.
- ✓ Hachez l'oignon et le persil, coupez le lard en petits morceaux.
- ✓ Lavez les haricots et faites-les cuire à l'eau salée.
- ✓ Retirez-les, égouttez-les, puis mettez-les dans un saladier avec l'oignon et le persil.
- ✓ Dans une poêle, faites fondre un morceau de beurre et faites cuire le lard.
- ✓ Pendant ce temps, épluchez les pommes de terre chaudes, coupez-les en grosses tranches et ajoutez-les aux haricots.
- ✓ Une fois le lard cuit, ajoutez-le à la préparation avec le jus de cuisson.
- ✓ Versez alors le vinaigre dans une poêle et faites-le évaporer aux 2/3 avant d'en arroser la salade.
- ✓ Mélangez le tout et servez.

NB: Vous pouvez y rajouter une grosse saucisse de campagne cuite dans une poêle beurrée.

© [<http://users.swing.be/hdepra/cuisine/liege.html>]

Note:

- les haricots princesses = wax or yellow beans

AATF PUBLICATIONS

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.

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.



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

Newly-redesigned multi-color 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.

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

Newly-redesigned burgundy and cream 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 for \$10; 50 copies for \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

*Prices valid until 5/31/2007



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CALENDAR OF EVENTS

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: (618) 453-5733; E-mail: [abrata@siu.edu]; Web: [www.frenchteachers.org].

SECOND INTERNATIONAL CONFERENCE ON TASK-BASED LANGUAGE TEACHING, September 20-22, 2007, University of Hawaii-Manoa, Honolulu HI. Information: E-mail: [organizers@tblt2007.org]; Web: [www.hawaii.edu/tblt2007].

AFRICAN STUDIES ASSOCIATION, October 18-20, 2007, New York, NY. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Telephone: (732) 932-8173; Fax: (732) 932-3394; E-mail: [asaamc@rci.rutgers.edu]; Web: [www.africanstudies.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].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 3-6, 2008, Chicago, IL. Information: LSA, 1325 18th Street, NW, #211, Washington, DC 20036-6501; Telephone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 6-8, 2008, Dearborn, MI. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251. Tele-

phone: (414) 405-4645; Fax: (414) 276-4650; Email: [csctfl@aol.com]; Web: [www.centralstates.cc].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), March 23-28, 2008, New York, NY. Information: AERA, 1230 17th Street, NW, Washington, DC 20036-3078; Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), March 27-29, 2008, New York, NY. Information: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Telephone: (717) 245-1976; Email: [nectfl@Dickinson.edu]; Web: [www.nectfl.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), April 3-5, 2008, Myrtle Beach, SC. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; Email: [lynnemcc@mindspring.com]; Web: [scolt.net].

INTERNATIONAL READING ASSOCIATION, May 4-8, 2008, Atlanta, GA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139; Web: [www.reading.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 16-19, 2008, Liege, Belgium. Information: Jayne Abrate, Executive Director, AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale IL, 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; Email: [abrata@siu.edu]; Web: [www.frenchteachers.org].

VISIT THE JNCL WEB SITE

www.languagepolicy.org

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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

What's New in the French Review?

Vol. 80, No. 5 (April 2007)

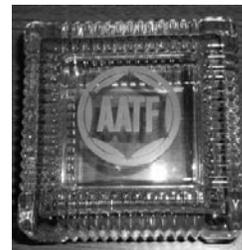
Articles include the titles below and more:

- "French Rap Music Going Global: IAM, They Were, We Are" (S. Whidden)
- "Moi et l'Autre: identité et diversité dans un cours sur le film" (C. Étienne et S. Vanbaelen)
- "Raymond Breton's 1665 Dictionnaire caraïbe-français" (G. DeLeonibus)
- "L'Holocauste dans les écrits de Camus" (V. Grégoire)
- "Complicité Victims in *Les Anciens Canadiens* and *Le Mulâtre*" (L. Rouillard)

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

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.



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Année _____

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le _____ pour servir et
valoir ce que de droit.

La Secrétaire générale

REMINDER: IMPORTANT DEADLINES AND DATES

May 1	Deadline for Early Bird pre-registration for Baton Rouge convention (see page 25-26)
June 8	Deadline for special rate for hotel reservations for 2007 convention in Baton Rouge (see page 28) Deadline for Pre-registration for 2007 convention in Baton Rouge (see page 25-26)
June 15	Deadline for applications for 2007 National French Week Grants (see page 2)
July 12-15	80 th annual AATF convention in Baton Rouge (see page 29-34)
Aug. 1	Deadline for submissions for special issue of the <i>French Review</i> on Belgium, Luxembourg, Switzerland (see page 57)
Oct. 15	Deadline for submissions for National French Week poster and essay contests (see page 22)
Nov. 5-11	National French Week (see page 23)

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.

CONVENTION INFORMATION

- ◆ Registration - pages 25-26
- ◆ Academic Credit - page 24
- ◆ Convention Highlights & Hotel - page 28
- ◆ Excursions - page 28

All information is on the AATF Web site at

[www.frenchteachers.org]

2007 "LANGUAGE MATTERS" AWARD WINNER ANNOUNCED

The AATF is pleased to announce that **Donna Czarnecki**, Lyons Township High School (IL) has been selected to receive the 2007 Intercultural Student Experiences (MN) "Language Matters" Award.

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.'"

Donna will be recognized at the AATF Awards Banquet during the annual convention in Baton Rouge.

For more information about ISE visit [www.isemn.net].



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