



2008 ANNUAL CONVENTION IN LIEGE: HIGHLIGHTS

It's not too late to make plans to attend the 81st annual AATF convention July 16-19 in Liege, Belgium. We are planning a number of exciting activities as well as the usual excellent professional program. The Local Committee has been working hard to organize interesting cultural activities.

Thursday, July 17 and Friday, July 18 (4:00-6:00 p.m.)

Walking Tours

Itinéraire Simenon

Simenon a passé son enfance et son adolescence à Liège. Plus tard, reconnu pour l'immensité de son œuvre, il ne dissimulera pas que, tout au long de sa vie, il a souvent puisé son inspiration littéraire dans le souvenir des paysages, des personnages, de l'ambiance de Liège. La promenade invite à retrouver, en compagnie du père de Maigret, cette atmosphère typique du premier quart du vingtième siècle, une époque où Liège gagna son surnom de «Cité ardente» et offrit à la littérature francophone un de ses plus illustres représentants. \$20 per person. (Spouses and guests welcome; pre-registration required).

Le Cœur historique

Liège est née entre la Meuse et le tombeau de Saint-Lambert. Toute son histoire peut encore se lire entre le fleuve et le pied des coteaux. Depuis le cœur même de la Cité, avec le Palais des Princes-Évêques, l'Hôtel de Ville, la place du Marché et son Perron, vous saisissez une collection d'ambiances. Hors-Château, en contrebas d'une ancienne colline jadis plantée de vignes, offre quelques beaux exemples de rénovation urbaine à travers ses pittoresques impasses et la Cour Saint-Antoine. Vous apprendrez à lire l'histoire de la cité entre les pierres de ses monuments remarquables et vous pourrez enfin découvrir l'ancienne collégiale Saint-Barthélemy entièrement rénovée et ses fascinants fonts baptismaux du XII^{ème} siècle. Visite rapide de l'Archéoforum qui, grâce à sa scénographie moderne et didactique, vous permettra de remonter le temps. Traces préhistoriques, murs d'une villa gallo-romaine, reste d'édifices religieux médiévaux dont de nombreux vestiges

d'une cathédrale gothique sont autant de témoins de nos racines. \$20 per person. (Spouses and guests welcome; pre-registration required).

Pre-Convention Excursions

We are pleased to be able to offer several excursions, both within Belgium and in northern France. Below are brief descriptions of the excursions and costs. More complete descriptions are posted on the Web site.

Saturday, July 12-Tuesday, July 15

Space may still be available on this excursion: **Traditions au Nord et en Baie de Somme**. Check the AATF Web site for more up-to-date information.

Tuesday, July 15

Bruxelles, capitale européenne is a one-day excursion which will include a guided bus tour of the historic center of Brussels and a visit of the European Union. Cost: \$70 (Spouses and guests welcome; pre-registration required).

Tuesday, July 15

Spa et le CERAN is a day-long excursion proposed by CERAN Lingua which includes a visit of the school and a meeting with teachers, followed by a guided tour of Spa and, in the afternoon, a visit of the *thermes* in Spa. Cost: \$30, which includes entrance to the *thermes*. (Spouses and guests welcome; pre-registration required). Note that the funds generated from this excursion will provide a scholarship in 2009 for an AATF member to attend the CERAN program.

Hotel Information

The convention will take place at the Liege Convention Center. The deadline for reserving a room at convention rates was March 31, 2008, but there may still be rooms available. Attendees need to contact the hotels directly to make a reservation, and each hotel's policies, including those regarding payment and cancellation, apply. Please read all information carefully. We have also included a number of other hotels in Liege at which we do not have room blocks reserved. At these places, regular rates apply. Check the AATF Web site for the most up-to-date information.

Travel to Liege

Liege is very accessible. There are non-stop flights from the U.S. to Brussels from Chicago, Detroit, Philadelphia, and New York, among other cities. Liege is only a short train ride from Brussels. The TGV Thalys leaves the *Gare du Nord* in Paris and runs several times a day, stopping in Liege. Liege is slightly more than two hours from Paris by TGV and two and half hours or so from Amsterdam [www.thalys.com]. Liege is barely three hours from London via Eurostar, and Eurostar ticket prices are good to any station in Belgium [www.eurostar.com]. We encourage you to explore multiple travel options to ensure you get the best deal.

Program

There is a full program of sessions and workshops with a number of additional features, including a *dictée*. Our keynote speaker will be Roger Dehaybe, former *Administrateur général de l'Agence intergouvernementale de la Francophonie*. There will be special sessions organized for the 2008 AATF Book Club (see page 7).

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The AATF Commissions will organize sessions and workshops on culture, business French, promotion, advocacy, and other topics. The program will be a celebration of the language, culture, and literature of the French-speaking world, focusing on French in Europe. An abbreviated version of the program can be found in this issue (pages 29-37), and the complete preliminary program is posted on the AATF Web site where it will be updated regularly until the final program is printed.

Convention Registration

The convention registration form is found on pages 27-28. The Early Bird registration deadline has passed, and the next cut-off date for preregistration will be **June 20, 2008**. After June 20, you will have to register on-site at a significantly higher cost. On-line registration is also available through our on-line store.

In addition, there is a package option which includes registration, plus the Welcome Luncheon and Awards Banquet, plus two other lunches, and a walking tour and T-shirt. Since the Liege Convention Center is not situated near enough restaurant facilities to provide lunch for several hundred attendees, we will organize luncheons on site. Also we are working to have local vendors provide typically Belgian snacks like *gaufres*, *frites*, and *chocolat*.

In order to reduce international shipping costs, we also plan to mail badges, programs, and tickets to registrants prior to the convention.

Post-Convention Excursions and Activities

Saturday, July 19-Wednesday, July 23

Space may still be available for this excursion: "**Art et histoire de Paris en Normandie**." Check the AATF Web site for more up-to-date information.

Sunday, July 20

Route de la Bière: un circuit dans l'art du terroir et des traditions is a day-one excursion which will allow convention-goers to learn about the beers of Belgium and their history. Cost: \$80 (Spouses and guests welcome; preregistration required).

Sunday, July 20

Anvers, centre mondial du diamant is a one-day excursion during which participants will visit the historic city of Anvers, the city of Rubens. The visit will include a tour of a *diamanterie*. Cost: \$75 (Spouses and guests welcome; preregistration required).

Note: Excursion and meal prices are subject to change in the event of a significant variation in the exchange rate.

Sunday, July 20-Friday, July 25

Séjour à CERAN Lingua

Boost your level of conversational French and discover Belgian culture during an intensive French immersion experience at the most famous language school in Belgium! From July 20-25, 2008, CERAN Lingua will offer a special one-week program for attendees of the annual convention. The program will give participants a chance to learn how to introduce the Belgian cultural heritage, literature, music, history and gastronomy in their classroom. Teaching in small classes (max. six participants per group), constant support from instructors and the unique CERAN methodology will ensure progress in conversational French. Cost: 1700 euros includes tuition, course material, full board and accommodation. To learn more, visit [www.ceran-us.com].

Activities for Family Members and Students

Give your students and children a chance to skyrocket their level of French while you attend the AATF convention in Liege. In Ferrières, just 30 miles from Liege, CERAN JUNIORS provides intensive language programs for kids 10-18 during the summer. The full immersion programs include classes, fun activities and excursions (everything in French) and are attended every year by teenagers from all over the world. A unique opportunity to improve conversational French and live a memorable multicultural experience. Programs are organized in one-week modules with price

starting at \$1690/week, including tuition, course material, sports and leisure activities, excursions, full board and accommodation. To learn more about CERAN JUNIORS, visit [www.ceran-us.com/junior].

CHECK THE WEB FOR UPDATES

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

2008 AATF LUDWIG EXCELLENCE IN TEACHING AWARD WINNERS ANNOUNCED

We are pleased to announce that the 2008 winners of this award are at the University Level: **Dr. Eileen Angelini**, Canisius College, Buffalo NY; at the High School Level: **Samantha Godden-Chmielowicz**, Carl Shurz High School (IL); and at the Middle School Level, **Hervé Le Guilloux**, Trinity Preparatory School (FL). The awards will be presented at the Awards Banquet during the AATF Convention in Liege. 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 NATIONAL BULLETIN

April 2008

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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, chers Collègues,

Lorsque vous recevrez ce *Bulletin*, votre année scolaire ou universitaire sera presque achevée. Tout comme vous, les membres de notre Conseil d'administration ont eu une année bien remplie. Leurs principaux efforts, tout au long de l'année, consistent à œuvrer pour la promotion du français, qu'il s'agisse d'aider des collègues dont le programme court le risque d'être éliminé ou de convaincre des gestionnaires de l'utilité du français. Depuis l'année dernière, nous redoublons nos initiatives pour recruter de nouveaux collègues en leur expliquant que c'est grâce aux actions d'associations comme la nôtre que le français continue à s'imposer en tant que langue internationale.

Congrès de Liège, 16-19 juillet

Les préparatifs en vue de notre congrès avancent et vous pourrez constater, d'après le programme préliminaire contenu dans ce *Bulletin* et sur notre site [www.frenchteachers.org], que cette manifestation sera riche en sessions, ateliers et activités de toutes sortes. Les excursions permettront à nos membres de visiter des lieux privilégiés tels que le siège de l'Union européenne à Bruxelles [<http://europa.eu>] ou encore le CERAN [www.ceran-us.com/spa.php], école de langues située à Spa, qui offre chaque année une bourse de stage à l'un de nos membres. J'attire tout particulièrement votre attention sur le banquet du vendredi soir qui aura lieu au château de Limont, endroit plein de charme où nos congressistes pourront tous goûter à la grande cuisine belge. Une fois sur place, ils recevront des informations sur des visites uniques comme les parcours Simenon, par exemple, où les participants devront résoudre une énigme en s'aidant des nombreux indices qu'ils découvriront en se promenant dans la ville. Plusieurs intervenants belges présenteront une communication, ce qui permettra à nos collègues de recueillir des éléments

nouveaux pour leurs cours ou leur recherche, sans compter les documents authentiques qui seront disponibles un peu partout pendant leur séjour en Belgique.

Club du Livre et numéro spécial de la *French Review*

Vous trouverez dans ce *Bulletin* le quatrième article pour le Club du livre, présidé cette année par Thérèse Saint-Paul, Murray State University (KY). Son excellente présentation des *Lieux communs* de l'auteur belge Xavier Hanotte ne manquera pas de susciter votre intérêt. Une analyse plus approfondie est disponible sur le site de l'AATF, dans la section «Book Club». Et je vous signale également la publication en mai d'un numéro spécial de la *French Review* pour lequel le rédacteur en chef Christopher Pinet a sollicité des articles sur la Belgique, la Suisse et le Luxembourg (voir page 46).

Séminaire AATF à Genève et Liège (28 juin-13 juillet)

Nous avons reçu près de 60 dossiers de candidature pour 15 bourses, un véritable record! Les personnes sélectionnées passeront deux semaines à découvrir deux régions francophones d'Europe grâce à de nombreuses visites, conférences et rencontres. Un article prévu pour notre *Bulletin* de septembre, avec illustrations à l'appui, rendra compte de ce séjour qui fournira à ses participants des outils de recherche et des connaissances qu'ils partageront ensuite avec leurs collègues au moyen de modules pédagogiques à contenu culturel, de communications et d'ateliers lors de colloques et d'un ouvrage collectif sur la Suisse et la Belgique francophones.

400^e anniversaire de la ville de Québec (1608-2008)

La ville de Québec célèbre cette année son 400^e anniversaire. Fondée en 1608 par Samuel de Champlain pour y établir un poste de traite des fourrures, elle demeure le berceau de l'héritage français en Amérique du Nord. La vieille cité de Québec, qui a conservé son cachet authentique, figure sur la liste du Patrimoine mondial de l'humanité de l'UNESCO. Un grand nombre de manifestations sont organisées en cette occasion ainsi que l'atteste le calendrier des festivités [<http://monquebec2008.sympatico.msn.ca/MonQuebec2008>]. Par ailleurs, la Fédération internationale des professeurs de français (FIPF) y tiendra son congrès du 21 au 25 juillet [www.fipf.org]. Je vous invite à visiter cette belle province dont le site du ministère du Tourisme du Québec vous donnera un aperçu [www.bonjourquebec.com].

Célébrations en France

2008 sera l'année de plusieurs célébrations en France. On y fête d'abord les 50 ans de la Constitution de la V^e République signée en 1958. Le Conseil constitutionnel la présente dans une page intitulée «La Constitution de 1958 en 20 questions» [www.conseil-constitutionnel.fr/dossier/quarante/index.htm]. C'est aussi le 40^e anniversaire de Mai 68 qui intéresse toujours le grand public, à en juger par les ouvrages ou les numéros spéciaux de périodiques publiés à ce sujet. On en retrouve des images [<http://images.google.com/images?q=Mai+68&hl=en&um=1&ie=UTF-8&sa=X&oi=images&ct=title>] et des affiches [<http://membres.lycos.fr/mai68/affiches/affiches.htm>] qui peuvent être exploitées en classe. Des séquences vidéo sont également disponibles sur l'Internet en passant par un moteur de recherche. Des émissions portant sur ces événements seront diffusées à la télévision française. Je vous signale, à tout hasard, que le journal télévisé de 13h00 et de 20h00 de la chaîne TF1 peut être visionné en ligne [www.tf1.fr] et que les différentes éditions sont archivées.

Festival International du Film de Cannes (14-25 mai)

Vous ne savez peut-être pas que cette manifestation est l'une des plus médiatisées au monde après les Jeux olympiques! Vous pourrez en suivre l'actualité sur son site [www.festival-cannes.fr] avec affiches et vidéos des grands moments (cérémonies d'ouverture et de clôture). TV5 y consacre chaque année une émission quotidienne et diffuse les grands moments du festival, comme la remise de la Palme d'or, par exemple. Le site officiel de la ville de Cannes [www.cannes.fr] propose plusieurs séquences vidéo de cette ville qui m'est chère. J'y ai en effet passé ma jeunesse et j'y retourne chaque année.

Je vous souhaite une excellente fin d'année scolaire ou universitaire et je vous donne rendez-vous à Liège en juillet.

Bien cordialement,

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

**ACTFL Annual Meeting
November 21-23, 2008
Orlando, FL**

NATIONAL FRENCH WEEK 2008

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 00). 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, 2008



NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2008 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 18) or National French Week items (page 25);
- 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!**

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

La fin de l'année scolaire approche rapidement. Nous espérons que vous allez pouvoir rejoindre d'autres membres de l'AATF à Liège en juillet pour le congrès annuel. Vous trouverez une version abrégée du programme préliminaire aux pages 29-37, et la version la plus à jour est maintenant affichée sur le site Web de l'AATF [www.frenchteachers.org].

Il y aura des excursions et activités ainsi qu'une dictée, des interventions de tout genre. Le Palais des congrès se situe au bord de la Meuse, et entre deux sessions les congressistes auront l'occasion de flâner dans le parc qui entoure le Palais et le *Holiday Inn* qui se trouve à proximité.

Certains membres qui assisteront au congrès vont prolonger leur séjour en Europe pour explorer davantage la Belgique, pour se rendre en France ou ailleurs. Moi-même, j'irai passer une semaine en Italie avant de retourner aux USA.

La campagne publicitaire que nous avons lancée en collaboration avec le Service culturel de l'Ambassade de France fait des progrès. Nous avons maintenant des cartes postales, des affiches, des annonces publicitaires, des dépliants et bientôt seront imprimés des dépliants à l'intention des entreprises. La fiche de commande se trouve à la page 41, et vous pouvez également les commander en ligne.

Le Magasin en ligne de l'AATF fonctionne maintenant depuis six mois. La création et la gestion de ce site demande beaucoup de travail, mais nous avons voulu offrir ce service aux membres pour rendre plus faciles le renouvellement des cotisations, la commande de documents pédagogiques et promotionnels, l'inscription au congrès, etc. Plus de 500 commandes ont déjà été enregistrées.

Vous avez peut-être remarqué aussi le remaniement du site Web qui s'est opéré en même temps que la mise en service du Magasin en ligne. Nous essayons de mettre en ligne les archives de l'AATF dont beaucoup sont toujours d'une grande utilité. Vous trouverez ainsi les archives du *National Bulletin* si vous cherchez un article en particulier ainsi qu'une liste des articles et des activités pédagogiques parus récemment. Les programmes des dix derniers congrès s'y trouvent aussi. Différents documents produits par nos Commissions scientifiques ont été affichés sur le site et de nombreuses présentations sur la culture française.

Sous la direction de Lara Lomicka, la Commission sur la Télématique et les Nouvelles Technologies produit non seulement des articles pour le *Bulletin* (voir

pages 15-16) mais un site du mois et d'autres renseignements utiles sur la technologie également affichés sur le site Web.

La Commission sur la Défense du français sous l'égide de Tennessee Bob Peckham fournit les renseignements pour des pages Web modèle, "Idaho Needs French," "Michigan Needs French" ou "New York Needs French." Vous verrez la liste complète des sites à côté. S'il n'existe pas de page pour votre état, portez-vous volontaire pour en créer une à partir des données que TBob ramasserait pour vous.

La Commission sur les Normes d'Apprentissage vient de publier un manuel de scénarios pédagogiques qui ciblent les les 5 "C" et les différents modes de communication (interpersonnel, d'interprétation, présentationnel). Vous trouverez un bon de commande à la page 45.

Toutes les Commissions envisagent des projets ou sont en train de rédiger des documents qui seront disponibles par le *Materials Center*. Elles organisent des sessions dans différents congrès régionaux et nationaux. Si vous vous intéressez au travail d'une des Commissions, n'hésitez pas à contacter le/la Président(e) (voir les coordonnées à la page 11).

Si vous connaissez des professeurs de français qui ne sont pas encore membres de l'AATF, invitez-les à se joindre à nous. L'AATF est la seule association professionnelle entièrement consacrée à la promotion de l'enseignement du français. Les membres de l'AATF peuvent profiter des bourses, des subventions, de tous les documents produits par l'AATF et ses Commissions, du congrès annuel et d'autres services et activités comme le Grand Concours ou la Société honoraire de français. Nous organisons la Semaine du Français pour la dixième fois en 2008. Nous reconnaissons l'excellence des élèves et des professeurs avec l'*Outstanding Senior in French Award*, (voir page 8) le *Dorothy S. Ludwig Excellence in Teaching Award*, l'*AATF Outstanding Administrator Award* ainsi que des prix qui sont offerts par d'autres groupes, l'*ISE Language Matters Award*. Par le biais des 74 chapitres locaux, les membres peuvent bénéficier d'ateliers et d'activités organisés localement.

Surtout nous vous demandons de penser aux étudiants qui se préparent à une carrière dans l'enseignement et des stagiaires qui travaillent avec vous afin qu'ils deviennent membre le plus tôt possible.

Jayne Abrate
Secrétaire générale
[abrater@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 [bobb@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]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.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]
- Missouri Needs French [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/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]

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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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_____ *Les Armes de Paris* @\$18 or 3 for \$45 (member)/\$20 or 3 for \$54 (nonmember) Total enclosed: _____

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

AATF BOOK CLUB 2008: XAVIER HANOTTE, *LES LIEUX COMMUNS* (PARIS: BELFOND, 2002)

Ce livre s'adresse sans doute plus aux universitaires qu'aux lycéens, mais il reste néanmoins très abordable. Pour qui ne connaît pas la Belgique, ce livre donne l'occasion de découvrir la diversité linguistique et culturelle du pays ainsi qu'un peu d'histoire. L'intention du travail sur ce livre est à la fois de «renouer» avec le passé, atteindre les jeunes d'aujourd'hui, promouvoir une réflexion sur l'histoire autour d'un sujet qui paraît «vieux jeu» (la guerre de 1914-18) et réfléchir sur la société actuelle, qui commercialise tout, y compris les sensations fortes. Ce livre nous invite à nous pencher sur des «lieux communs», lieux de mémoire d'hier et d'aujourd'hui, et questionne le devoir de mémoire pour mieux comprendre le présent. Hanotte nous fait réfléchir à l'amitié, l'amour, à l'absurdité des guerres mais aussi à la question de l'identité: être belge, québécois? Ce texte permet surtout d'apprécier un auteur belge de langue française et de découvrir un style et des procédés littéraires. L'écriture, sobre, légère et suggestive de Xavier Hanotte fait appel à cet imaginaire et cette esthétique particulière qu'est le «réalisme magique», qui tient de deux cultures: flamande et francophone.

Le parcours de découverte aboutit à une réflexion critique sur la forme et le contenu du roman. Le dossier pédagogique ci-dessous présente une courte biographie de l'auteur, une bibliographie, suivie d'un résumé assez succinct du roman et des suggestions de prélecture pour préparer les divers contextes géographique (Belgique, lieux où se passe l'action) et historique (guerre 14-18) que le professeur pourra développer. Ce dossier propose ensuite une analyse-lecture-découverte littéraire. On essaiera d'identifier les caractéristiques du «réalisme magique» dans le style, l'esthétique du roman (par exemple, l'alternance des récits des deux narrateurs qui se font écho crée un lien entre deux époques différentes et un flou entre imagination et réel). L'écriture de Xavier Hanotte est post-structuraliste et impose un travail au lecteur qu'il est nécessaire de simplifier pour les étudiants. La structure du livre intègre des pistes et des indices que le lecteur est amené à suivre et à retrouver pour enfin tirer ses propres conclusions. Pour permettre le décodage du récit, l'analyse est segmentée en trois parties (échos, détective, les derniers chapitres).

Ce dossier est présenté succinctement ci-dessous, et est disponible dans le détail sur le site de l'AATF [www.frenchteachers.org/convention/bookclub.htm].

Dossier pédagogique

Biographie

Écrivain wallon de langue française et de nationalité belge né à Mont-sur-Marchienne en 1960, en Hainaut, Xavier Hanotte vit à Bruxelles. Romancier wallon, germaniste et informaticien, Hanotte structure ses romans autour de thèmes qui touchent à la Grande Guerre: *L'Architecte du désastre* (2005), *Derrière la Colline* (2000), *Manière noire* (1995) et *Secrètes injustices* (1998, dédié à ses grands-pères). Traducteur de l'anglais Wilfred Owen (1893-1918) qui a écrit ses poèmes dans les tranchées belges pendant la guerre 14-18 et d'œuvres néerlandaises (notamment Hubert Lampo), il publie aussi des nouvelles, de la poésie et un essai, «Création et traduction» (2001). De nombreux prix ont couronné ses œuvres empreintes de ce que l'auteur lui-même appelle «un réalisme magique».

Bibliographie

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Les Lieux communs, Belfond, 2002; Pocket, 2004. Prix de la Littérature Charles Plisnier
Derrière la colline, Belfond, 2000; Pocket, 2002.
De secrètes injustices, Belfond, 1998.
Manière noire, Belfond, 1995; Labor Espace Nord, 2006.

Résumé

Deux bus sont en route vers le même lieu: le parc d'attraction de Bellewaerde près d'Ypres dans la campagne flamande. Dans le premier bus, il y a Serge, un gamin de huit ans, sa tante et un groupe d'une entreprise bruxelloise qui y va pour s'amuser. Dans le second, à presque un siècle de distance, se trouve un petit groupe de soldats anglo-canadiens qui partent se battre «au front». Bellewaerde c'est aussi le théâtre d'une bataille meurtrière de la guerre 1914-18. Sur ce lieu géographique commun, au-delà du temps, se croisent et s'entrelacent deux trames narratives, deux histoires. Celle de Pierre, belge émigré au Québec, et engagé dans l'armée canadienne et celle de Serge. Progressivement par le biais d'une construction où les séquences s'enchaînent et se font écho les unes aux autres, l'auteur rapproche deux mondes, deux époques sur un même terrain. Hanotte crée les transitions d'une histoire à l'autre, entre les deux narrateurs grâce à un jeu de résonances et de correspondances, de coïncidences troublantes. Il juxtapose l'horreur et la fête, guerre et amusement. Les générations, le

réel et l'irréel se mélangent. Les séquences paires sont consacrées au récit du combattant qui pense à la femme qu'il a aimée dans ce pays. Les impaires racontent les découvertes que fait le gamin de huit ans.

Culture, géographie, histoire et littérature

Ce dossier est disponible dans le détail sur le site de l'AATF [www.frenchteachers.org/convention/bookclub.htm].

«Il faut passer par le détour de la fiction, par le détour des œuvres pour toucher les jeunes gens aujourd'hui. Ce n'est pas un discours moral, ce n'est pas un discours historique qui va les atteindre. Et quand vous voyez *La liste de Schindler* ou quand vous lisez *Le choix de Sophie*, eh bien, pour les adolescents, c'est infiniment plus bouleversant et propédeutique, préparatoire à un bon cours sur le génocide, que le discours moralisateur sur le devoir de mémoire». Luc Ferry [France-Culture, émission *Le rendez-vous des politiques*, 28 janvier 2005].

Titre

Lieux Communs (les jeux de mots dans le titre?)

Bellewaerde est un parc d'attractions bien connu, proche d'Ypres, en Flandre. Mais qui sait que c'est aussi le lieu d'une bataille meurtrière de la première guerre mondiale?

Contexte géographique

La campagne flamande («Flanders Fields») hier et aujourd'hui. Situer ce lieu sur une carte de Belgique.

Contexte social et linguistique

Regarder l'emplacement des frontières: française et belge et linguistique sur une carte de Belgique

Contexte historique

1. Le thème de la «Grande» Guerre de 14-18
2. Éléments et lieux mentionnés dans le livre

Contexte littéraire/esthétique

Ce roman se distingue par son esthétique post-structuraliste. Il place le lecteur dans la tradition du «réalisme magique». *Qu'est-ce que le réalisme magique?*

1. *Échos*: mots/images qui se font écho dans les deux récits (e.g., oppositions: jeu-horreur)
2. *Détective*: identifier personnages et temps des récits.
3. *Travail sur les trois derniers chapitres 29-30-31*.

Grâce à ce jeu de résonances verbales et de correspondances, de coïncidences troublantes et de répétitions, Hanotte réussit à rapprocher le passé et le présent et remet

en mémoire l'identité plurielle belge (mélange de latinité et de germanité) à laquelle s'ajoutent le Québec et le monde anglophone. La construction en miroir du roman juxtapose deux époques et deux mondes aux valeurs différentes: l'un où l'idée de camaraderie et la notion de promesse prévalent [«tu sais ce qui compte, c'est qu'on s'engage», «et ensuite de tenir parole» ch. 17]; l'autre, où l'amusement, et le superficiel l'emportent. L'image de l'enfance apparaît comme complémentaire de celle du «vieux»—thème qui se retrouve fréquemment dans des œuvres cinématographiques de réalisme magique (*Toto le héros* et *Ma Vie en Rose*). L'homme à la pelle, le chauffeur du bus sont les seuls à pouvoir dialoguer avec l'enfant. On peut remarquer que les femmes ne semblent pas tenir une place de choix dans ce roman. L'auteur fait surtout réfléchir aux lieux et milieux «de mémoire» qui s'effacent avec la disparition des vétérans de la Grande Guerre, progressivement remplacés par d'autres souvenirs. Xavier Hanotte a le mérite d'ouvrir la page du livre d'histoire sur la Belgique qui a souffert pendant cette guerre, sans pour autant s'appesantir sur le sujet. S'il avait l'intention d'éveiller la curiosité, il a certainement réussi.

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Références

American /English writers and poets of WWI
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Ce dossier est disponible dans le détail sur le site de l'AATF [www.frenchteachers.org/convention/bookclub.htm].

FULL CIRCLE

The year 2008 marks the return of Carole Fredericks. She is coming home, literally. From February 15 through November 9, The Springfield Museums are presenting "Blues in Our Blood: The Artistic Evolution of Taj Mahal and Carole Fredericks," a multimedia exploration of an apparently ordinary African-American family that produced an extraordinary collection of musicians, artists, writers, teachers, and entrepreneurs. A treasure trove of photographs, film footage, and print documents shed light on the historical markers, social conditions, and personal dramas that shaped the careers of two of its most outstanding members. Fredericks's personal artifacts, including gold records, performance clothing and jewelry, and handwritten lyrics have been shipped from Paris to Springfield especially for the exhibition which also incorporates rare film and video footage and photographs from her international tours.

"Blues in Our Blood," the exhibition's evocative title, was inspired by a 1999 song recorded by Fredericks entitled "J'ai le sang blues" ("I Have Blues in My Blood"). Transcending place and race, music once again speaks directly to the irrepressible force that resides within the human spirit to fulfill its destiny. That the career of Carole Fredericks blossomed most fully in French comes as no surprise to lovers, speakers and teachers of French. That her musical legacy will continue to reach a new and broader audience in her mother country is the ultimate round trip.

"Blues In Our Blood: The Artistic Evolution of Taj Mahal and Carole Fredericks," February 15–November 9, 2008, The Springfield Museums, 21 Edwards Street, Springfield, MA. Contact: [www.springfieldmuseums.org] or call (800) 625-7738.

Barbara Summers
New York City

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 12. Outstanding Senior Awards can now be submitted online on the AATF Web site: [www.frenchteachers.org].

REGIONAL REPORTS

REGION VIII: SOUTHWEST

Region VIII includes eleven chapters in Arkansas, Colorado, New Mexico, Oklahoma, Texas, Utah, and Wyoming. All eleven chapters participated in the 2007 *Grand Concours*, and all produced national winners. Enrollments in the *Grand Concours* are up 5% throughout our region. Two chapters placed in the top twenty nationally for enrollments: North Texas placed 17th (with 1949 participants) and Houston placed 18th (with 1730 participants). Receiving an Honorable Mention, the Central Texas Chapter placed 25th (with 1430 participants). Congratulations to the hard-working Contest Administrators: Rebecca Gould, Yvette DeJean-Heno, and Rita McKee. The student from Region VIII who was selected to receive the STAR Award was from the Colorado-Wyoming Chapter. *Bravo!*

Our region has much to boast about. The Oklahoma Chapter received the 2007 Outstanding Chapter Award for a Small Chapter after posting an increase in membership of 30.3%. Houston earned the second place Outstanding Chapter Award for a Large Chapter (see photo). With a 5.65% increase in membership. They were close on the heels of Detroit who posted 5.94% increase. Thanks to all who increase membership through their hard work, dedication, and great ideas. *Merci!*

Dr. David Hook of Houston was selected to receive the Outstanding Administrator Award. As part of his award, one of the students at his school, Megan Esteb, received a scholarship to study at a Concordia Language Village. *Félicitations!*

News from the National Convention

Our region was well represented at the 80th annual convention held July 12-15 in Baton Rouge, LA. Fifteen members, representing the Arkansas, Colorado-Wyoming, Central Texas, Houston, and North Texas Chapters, led sessions on a variety of topics including French culture, pedagogy, and promotion.

Chapter Initiatives

Most of the chapters conduct meetings in the fall or spring (or both), some of which are held in conjunction with state foreign language teachers conventions. Some chapters organize immersion days or immersion weekends, and one is organizing a *Café immersion* on the theme of *poisson d'avril*. Most chapters celebrate National French Week, and a couple have a language fair or competition. At least two chapters offer scholarships for students and/or recognize their best teachers. At least two chapters sponsor a chapter-wide discussion of the books on the AATF Book Club



Rolande Leguillon, Wendy Kirkle, and Jacqueline Thomas accept the Outstanding Chapter Award at the annual convention.

list, while others organize sessions on French songs or discuss French movies; a session on successful French Club activities is a novel idea planned by one chapter.

Three unique chapter initiatives stand out: Oklahoma secured a Memorandum of Understanding between the Oklahoma State Department of Education and the region of *Picardie* to establish exchanges; Utah developed a brochure promoting French that can be downloaded from the Chapter's Web site; and South Texas has appointed a liaison between college and high school programs.

Final note

All eleven chapters have Web sites, and Region VIII has its own regional Web site [southwestteachers.org] that is linked both to each chapter Web site and to national headquarters. *Communications*, an electronic newsletter, goes out to chapter presidents following the national convention.

Jacqueline Thomas
Region VIII Representative
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REGION VII: WEST CENTRAL

L'arrivée de ce *Bulletin* signale que l'année scolaire prend bien vite fin, et les adhérents AATF dans notre région auront bientôt le plaisir de prendre un brin de repos bien mérité, car tout le monde a beaucoup travaillé encore ces derniers mois. Ce qui m'étonne le plus, c'est la vaste quantité de communications électroniques qui s'échangent quotidiennement, et parfois, plusieurs fois par jour. Au lieu de m'acheter un nouvel ordinateur portable WiFi, autant aller pour le *Blackberry* tout de suite pour lire mes messages!

As many of you read in last November's *National Bulletin*, Samantha Godden-Chmielowicz, a member of the Chicago/Northern Illinois AATF Chapter and French

teacher at Schurz High School in Chicago, received a \$25,000 Milliken Educator Award for being an outstanding teacher. Lowell Milliken, the chairman of the Milken Family Foundation announced the award at a school wide assembly that had as its guests Chicago Public Schools CEO Arne Duncan and Illinois State Board of Education Chairman Jesse Ruiz. Samantha also received the 2007 *Prix du chapitre*, and at the 2007 ICTFL Conference was the recipient of the Illinois Distinguished Service Award. *Toutes nos félicitations!*

The Chicago/Northern Illinois Chapter continues its long and outstanding tradition of fall, winter, and spring workshop Saturdays and *Dictée de la Francophonie*. Devotees can practice for our own annual conference. Of course, the full membership of the chapter will again rise to the occasion, as it will be hosting French teachers at the 2009 Central States Conference, *visite qui donne toujours du plaisir*.

The Wisconsin Chapter know all about



L. to R.: Phillip Simmonds, Ambassador Pierre Vimont, Executive Director Jayne Abrate in St. Louis.

being good hosts, having welcomed the Federation meeting of *Alliance française* members in 2007, after having done such a superb job hosting the 2006 AATF convention. *Nous vous remercions, collègues, de nous recevoir si amicalement.* In addition to the convention tasks, the chapter also organized a full day of pedagogical activities, as well as a luncheon with the newly-named ambassador to the U.S., His Excellency Pierre Vimont.

People seem to like our Central West welcoming ways. The Greater Saint Louis Chapter hosted the Federation of *Alliance française* chapters in 2006, and in early 2007 were co-hosts for a group visiting the region from the French *Sénat*. Flexibility is our by-word, and the *sénateurs* dashed from a formal reception to the "green cathedral" of the new Busch Stadium for some baseball. They have their serious side, too, having hosted Executive Director



Nebraska Chapter President Chris Fishback is shown presenting Ms. McDonald with her richly deserved award.

Jayne Abrate and Phillip Simmonds from the DARIC in Amiens at a seminar on the French education system and cuisine where the highlight of the day was a stop by His Excellency Pierre Vimont, French Ambassador to the U.S., who greeted participants. In 2007 chapter members attended a day of 19th-century studies presentations based on the circle of George Sand. Of course, no new year could happen in St. Louis without a *fête des rois* at a local French café as the last of the Louis and Clark bicentennial programs came to their official end.

As mentioned previously, electronic communications have truly redefined the meaning of "to be in touch." Perhaps nowhere is this more vividly demonstrated than by the MnAATF webmaster, who sends out multiple messages nearly every day to her network. Send me a message, and I'll put you in touch with her. Communications Minnesotan across the Web range from simple announcements of French-language events to pedagogical mnemonics on how to help students recall the order of direct and indirect pronouns. In the meantime, Minnesota, whose state flag bears the motto "l'Étoile du Nord," is celebrating its 150th anniversary of statehood, and an immersion school in Saint Paul put together a play involving Native American and French activity in the state and invited parents, school district officials, and others to learn a bit more about the Northland's heritage. Truly, these children are above-average! And French helps make them so, *n'est-ce pas?*

In addition to engaging some thirteen hundred students who participate in *Le Grand Concours*, the Minnesota Chapter also holds an oral French competition in April entitled *À Vous La Parole*, at which group theatre projects, songs, readings, extemporaneous conversations, and

previously-submitted videos and DVDs are evaluated. If organizing this sort of project appeals to your chapter, seek out the .pdf file for this year's contest at [www.mnaatf.org] or contact [avouslaparole@hotmail.com].

Le Grand Concours remains a vital part of what the AATF does. The Nebraska International Language Association (NILA) recognized the dedicated work that Nikki McDonald has been doing on behalf of the *Concours*. *Merci, Madame, de nous encourager à tous les niveaux.*

The Greater Kansas City Chapter participated heavily in planning and executing the 2007 Central States Conference. You've read earlier about their successful mentoring program for new teachers of French, and a number of members were able to make the road trip to Baton Rouge for the 2007 convention, where the *bon temps* did indeed *rouler*.

Although North Dakota and upper Minnesota AATF members already know about this, your state may be interested in working up a similar scheme: IF Midwest is a cultural heritage project seeking to understand the French presence (culture, identity, and community) in the Midwest which began in the early 1700s. Activities consist of information gathering in local communities of French language origin, developing public programs, preparing publications, and offering workshops and courses. To gather information, IF Midwest depends largely on heritage informants who help in the more than 50 communities already associated with the project. IF Midwest manages a Web site [www.ifmidwest.org], while the Chester Fritz Library on the campus of the University of North Dakota processes new materials. Persons interested in IF Midwest's mission may contact the director, Virgil Benoit, Ph.D., Associate Professor of French, University of North Dakota at [virgil.benoit@und.nodak.edu] or IF Midwest Director, Box 8198 UND, Grand Forks, ND 58202. Arts Midwest is another group (based in Minneapolis) that has organized French-related cultural activities. If you hear about other organizations, please contact me, and I will try to get the word out to all of our chapter officials so that they can contact you.

The other chapters in Region VII have been so busy working on things that I haven't had much news from them, so, in my Panglossian mode, I'm going to assume that all is as well as can be. Indeed, I haven't been able to tell you everything that our region has been doing. Our chapters have many more items like French Week activities, pedagogical tips, that you can browse via their Web sites which you can retrieve at [www.frenchteachers.org]. One

good suggestion that I've seen is to honor our retiring colleagues, but before sending them off from the banquet, make them tell us their very best classroom management strategies and their best teaching ideas.

It has been my pleasure to serve you as Regional Representative in this region that is, in terms of square mileage, bigger than all of France. (An excellent geography project!) Unfortunately, *Centre Ouest* TGV service hasn't changed much in the last few years, and I have enjoyed meeting many of you in Milwaukee, in Baton Rouge, and at other venues, and I hope to see many of you in the streets of Liege, and if the euro doesn't beat down the American greenback any further, *je vous invite à prendre un pot aux bords de la Meuse du 16 au 19 juillet.*

Gregg Siewert

Region VII Representative
[gsiewert@truman.edu]

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]

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CHAPTER NEWS

CHICAGO/NORTHERN ILLINOIS CHAPTER

- The Chicago/Northern Illinois Chapter is sponsoring a two-week *Institut d'immersion pour les professeurs de français* from June 23-July 3 on the University of Chicago campus. The theme this year is "Paris: son art, son histoire." A detailed brochure will be mailed to AATF members in the Midwest. Additional information is available from Rosalee Gentile, [rosaleegentile@juno.com]. The chapter is also planning its first student immersion day.
- Marie-Simone Pavlovich, Northwestern University, sponsored the tenth annual *Grande Dictée de la Francophonie* (participants were grouped into four categories: high school students, university students, amateur adults, and professionals).
- The Chapter held its winter meeting at Barrington High School. The sessions focused on the use of technology in the French classroom. Three simultaneous sessions were held each hour, and participants attended three workshops total. Sessions included "Photostory, Smartboard, Blackboard," "À la découverte de l'Internet francophone," "Authentic Visual and Auditory Resources," "Nouvelle Star," and "La Main à la Pâte."
- Chapter member Samantha Godden-Chmielowicz, Schurz High School, was awarded the prestigious Milliken Educator Award in 2007, which includes an unrestricted cash prize of \$25,000.
- Fifty chapter members attended the fall workshop at Abraham Lincoln Elementary School, a public elementary school in Chicago that offers French and other foreign languages to students in the primary grades. The theme was "La Cuisine dans la salle de classe." French teacher Diane Leifer from Lincoln Elementary shared tips for cooking with students at all levels.
- AATF members gathered for the spring 2007 program dedicated to the music and culture of Upper Louisiana and to Illinois Cajun French in preparation for the national meeting in Baton Rouge. Guests were treated to the Cajun music of Dennis Stroughmatt, followed by a Creole menu.
- Pat Olderr, Samantha Godden-Chmielowicz, and Jane Castle were awarded the *Prix du Chapitre*.

COLOR NOTECARDS



4 new designs! We have taken six winning posters from the AATF FLES* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00 (members) / \$15 (nonmembers).



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

Name: _____

Address: _____

City, State, Zip _____

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

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

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

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

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

Other _____

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

Member's Signature: _____

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

_____ Basic Award Registration (\$25)

(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

_____ Full Award Registration (\$35) (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [abrate@siu.edu]. Award nominations can now be submitted through the AATF On-line store.

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

MEMBERS' NOTES

At a ceremony at the National Assembly of the Province of Quebec on March 12, 2008, AATF Past-President **Albert Valdman**, Rudy Professor of French/Italian and Linguistics (emeritus) and director of the Creole Institute, was received into the *Ordre des francophones d'Amérique*. This honor by the *Conseil supérieur de la langue française*, the institution that oversees Quebec's language policy, recognized the role of Professor Valdman and the contribution of IU's French Linguistics graduate program and the Creole Institute in pioneering research on French in the Americas, and in particular, in the U.S. IU's French linguistics faculty and the many outstanding Ph.Ds it has mentored, have produced the definitive dictionaries for Louisiana Creole and Louisiana French. They also have organized major international conferences and published influential volumes devoted to French and Creole in the Americas.

The *Conseil supérieur de la langue française* also recognized Professor Valdman's role in the teaching of French in the U.S. The materials he has produced, some in collaboration with graduates of the French Linguistic program, have had a major impact at the high school and college levels. As director of basic language instruction in French for many years, Valdman instituted a teacher training program whose excellence is recognized nationally. The journal he founded thirty years ago and that he still edits, *Studies in Second Language Acquisition*, ranks as one of the leading publication venues in the field.

Here follows a statement made by the President of the *Haut Conseil de la langue française* of Quebec at the award ceremony:

Éminent docteur en linguistique française, diplômé de l'Université Cornell, le professeur Albert Valdman a dédié sa carrière exceptionnelle à la langue française en Amérique du Nord. Ne pouvant accepter que les variétés de français parlées par les millions de francophones d'Amérique soient considérées comme inférieures aux autres variétés de français dans le monde, il a consacré ses énergies à en étudier les caractéristiques et à plaider sa reconnaissance.

Il est à l'origine de la création du plus grand centre de recherche des États-Unis sur les français nord-américains et les créoles basés sur le français à l'Université Indiana. De plus, le professeur Valdman a collaboré à la rédaction de nombreux articles et ouvrages d'enseignement du français de même qu'à l'organisation de nombreux colloques

internationaux qui ont permis aux français d'Amérique de rayonner. Il a également été vice-président, puis président de la prestigieuse Association américaine des professeurs de français de 1991 à 1998.

Pour son exceptionnelle contribution à la reconnaissance de la spécificité des français nord-américains dans la francophonie, pour son implication communautaire et bénévole qui déborde largement les cadres de sa carrière universitaire, le Conseil supérieur de la langue française est heureux de décerner l'Ordre des francophones d'Amérique, dans la catégorie Amériques, au professeur Albert Valdman.

Emily Z. Wagner was recently named Educator of the Year by the Pennsylvania State Modern Language Association at the association's annual conference. The Award honors distinguished teaching in world languages. Mme Wagner, a member of the *Conseil exécutif* and former secretary/treasurer of the Philadelphia

AATF Chapter, has been at German-town Academy in Fort Washington for more than 25 years where she teaches French, serves as head of the Middle School Modern Language Department, and is assistant head of the Middle School. She was honored by the AATF in 2002 as the recipient of the Dorothy S. Ludwig Excellence in Teaching Award. Involved in the language teaching community for decades, Emily Wagner has served on the executive boards of the MLAPV, the Philadelphia AATF, and MCFLA. She has presented at local, regional, and national conferences about a variety of language related topics: French cinema, culture as well as student trips and exchanges. As part of the Commission for the Promotion for French, she conceived of and wrote the AATF brochure "French is not a Foreign Language." She feels privileged to teach in an environment that has allowed her the freedom to develop her own curriculum and design courses to meet the individual talents, needs and interests of her students. Wagner visits France often and loves everything French: the people, the culture, the history and, *bien sûr*, the cuisine.



Among the many trips she has organized for students in Quebec and France was a highly successful tour of the Normandy beaches. In an article written about Emily Wagner in the December 30 *Sunday Inquirer*, she was quoted as saying: "To be honored for doing something you love to do is simply icing on the *gâteau!* Emily considers her French-teaching colleagues among her closest friends. And the members of the Philadelphia AATF Chapter are proud to join the PSMLA in honoring Emily Wagner as Educator of the Year!

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].

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!



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. Flyers are now available at the AATF On-line store. *Prices valid until 6/30/08

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
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_____	Ten Reasons to Learn French	_____
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TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

VIDEOCONFERENCING AND LANGUAGE LEARNING

This report will address the tremendous potential of videoconferencing technology in the field of language education. After a brief historical overview, examples of both classroom and individual applications will be presented. The report will conclude with some ideas for the future of videoconferencing.

Background

According to Davis Janowski of *PC Magazine*, the 1927 science-fiction masterpiece, *Metropolis*, a silent film, was the catalyst that sparked the technological imagination by showing the first example of video calling.¹ A few years later, in 1931, cartoonist Chester Gould was inspired by the lure of new technological applications when he debuted the comic strip *Dick Tracy*.² Readers may remember that fictional detective sporting his two-way video-wristwatch with integrated monitor. In the early 1960s, the futuristic, animated cartoon "The Jetsons" featured instantaneous video-screen communications.³ By then, videoconferencing—a synchronous exchange of audio and video communications from different locations—had transcended the world of science fiction into the realm of the possible.

Although early videoconferencing systems had used analog transmissions on closed-circuit television,⁴ by the 1980s new video compression techniques allowed digital transmission of both audio and video over an Integrated Services Digital Network (ISDN).⁵ Those dedicated systems, requiring large-scale and expensive equipment, are still used today in some business settings.⁶ In the 1990s, researchers developed compression-decompression (codec) devices to quickly encode and decode packets of data in real time, and a standard Internet Protocol (IP) for their transmission, known as H.323, soon followed, allowing greater access to videoconferencing.⁷ At that time, however, only a small number of personal computer users who had Internet connections faster than the standard 28K or 56K "dial-up" system could participate in videoconferencing. Today's average user enjoys a much more rapid broadband access to the Internet, through either a Digital Subscriber Line (DSL) or a cable modem.⁸ With these faster data transmission speeds and technological advances in place, our decade is the first to experience wide-scale use of videoconferencing on the personal computer.

Evolution of Software Programs

In the early 1990s, a team of researchers at Cornell University developed a sys-

tem that allowed video and audio transmission between personal computers.⁹ This dual-platform (Mac and Windows) videoconferencing system was released as a commercial product in 1998 under the name CU-SeeMe®. It allowed group conferences with multiple video screens in the same window. However, the audio and video quality was acceptable only with broadband Internet connections, which were not common at that time. Even so, the early video was often grainy, and a lag in synchronicity existed between the audio and the video.

Also in the 1990s, Microsoft® developed its own videoconferencing software, known as NetMeeting®. It was bundled with its Windows 98 operating system, could operate with Windows 95, and had been included in all subsequent versions of Windows® except the most recent one, Windows Vista.¹⁰ Still in use, NetMeeting® allows real-time, synchronous audio and video capability between two users in addition to multi-point chat windows and whiteboard collaboration. Individuals can also transfer files and control the other computer if permitted to do so. The major drawback with NetMeeting® has been its Windows-only applicability.

During this first decade of the 21st century, improvements in web-cam technology and audio devices, the development of more powerful personal computers, and the nearly ubiquitous access to broadband Internet connections have brought videoconferencing to the forefront. It is accessible to nearly every user of personal computers. Numerous free videoconferencing software programs now exist, some of them integrated into current operating systems. For example, iChat allows voice- and video-chat capabilities on the Mac OS X platform. Several instant messaging clients now offer video capabilities as well. Among them are AOL Instant Messenger (AIM®), which can communicate with iChat users, Yahoo!® Messenger, and Windows Live™ Messenger (formerly known as MSN® Messenger).

Updated versions of two relatively new videoconferencing software programs for the personal computer have been named by *PC World* as among the 100 best products in 2007.¹¹ They are Skype™ 3.0 and SightSpeed™ 6.0. The latter has also garnered an Editor's Choice award for 2007 from *PC Magazine*.¹² Both programs are powerful and easy-to-use videoconferencing applications. "Videoconferencing with Skype™" is featured as the January 2008 Tech Tip of the Month on the Web page

of the AATF Commission on Telematics and New Technologies.¹³

Current Applications in Language Teaching

A superb example of extending videoconferencing capabilities to the language classroom was presented in 2005 by Candace S. Walton, then of Smith College's Department of French Studies, and by James Benenson (via videoconferencing) of the Department of Modern Languages, *École normale supérieure de Télécom-Paris*.¹⁴ With the help of their respective Information Technology specialists, they were team-teaching a course that featured a trans-Atlantic videoconferencing connection between two specially equipped classrooms at each institution. The course included at that time ten students studying French at Smith College and eight Engineering students studying English at *Télécom-Paris*. The professors at these partner schools had developed a curriculum centered on videoconferencing technology and on a written on-line forum for students to exchange cultural views and social values both orally and in writing. Real-time sessions included a weekly video connection, which students eagerly anticipated. Seeing their partners' facial expressions and gestures added an extra dimension to the students' understanding of cultural similarities and differences. This course, which continues to be offered at Smith College, has been a resounding success. Smith's technological endeavor to offer language students direct access to individuals of the target culture, while emphasizing contemporary language use and cultural literacy, is a model for other institutions to follow.

Over the past ten years, with the advent of the H.323 standard for video teleconferencing systems, the greater accessibility of high-speed Internet connections, and the availability of free conferencing software, some private schools and instructors, including this report's author, have embraced the new technologies by offering one-on-one tutorials and lessons on-line. Computer-to-computer videoconferencing allows instructors to reach long-distance students anywhere in the world where access to the necessary hardware and software is available. It provides the opportunity for live visual stimuli during the instructional process, which greatly facilitates the recognition of gestural components of the target culture and the acquisition of specific features of articulation for proper pronunciation.

A recent player in the field of language learning through videoconferencing has moved a step further along the technological spectrum. That player is *eLycée*, a virtual French school created in 2006 by a joint public-private partnership with several French institutions, such as the *Institut national de Recherche pédagogique* in Lyon, all of which have contributed to the development of this leading-edge educational tool.¹⁵ *eLycée's* Web site proudly promotes specially developed videoconferencing applications that maintain a true virtual classroom environment. Up to fourteen students at a time can link together from various locations through video, audio, group chat, and a shared whiteboard while interacting with their on-line teacher. In addition to offering virtual classes and private lessons, *eLycée* hosts a French Club, writing workshops, and a free exchange forum for teachers. All the *eLycée* teachers, who are native French speakers, have been certified by the French Ministry of Education; certain *eLycée* courses have been endorsed by the Cultural Services of the French Embassy in the U.S.; and their AP® French Language and Literature preparation courses have been accredited by The College Board®.¹⁶ Attesting to the dynamism of this new tool, one *eLycée* teacher states:

Students speak and write spontaneously, and classes are always dynamic, fun and challenging. It is the most natural and easy way to learn French if you can't actually study in France. As for the future... this is how a new generation of language learners are [sic] going to study, practice and perfect their skills.¹⁷

Future Potential

As *eLycée's* applications of cutting-edge technologies in the field of language education confirm, the future potential of virtual classrooms is enormous. One can envision the day when it will be commonplace for specialists in language learning to reach hundreds of students in all corners of the world to share a particular area of expertise. Closer to home, language departments facing budget restrictions could still provide the highest quality of education in many subfields by inviting specialists to teach semester-long courses through videoconferencing. Those specialists could thus remain in one location but teach at several institutions, perhaps on a visiting basis. Students everywhere would benefit greatly by receiving the best possible instruction made available through technology. Furthermore, disadvantaged or geographically isolated students could enjoy near-immersion experiences in their target cultures, which have traditionally been out of their reach. Diverse groups of students

worldwide could come together in a virtual environment to learn from one another and develop cultural sensitivity at a young age. A visually connected, interactive world is within our reach. As educators, we must lead the way.

Cheryl A. Demharter
FrenchSounds, LLC
[frenchsounds@comcast.net]

URLs of Cited Programs

- "AIM®" [www.aim.com/get_aim/win/latest_win.adp]
- "eLycée" [www.elycee.com]
- "iChat" [www.apple.com/macosex/features/ichat.html]
- "SightSpeed™" [www.sightspeed.com]
- "Skype™" [www.skype.com]
- "Windows Live™ Messenger" [http://get.live.com/messenger/features]
- "Yahoo!® Messenger" [http://messenger.yahoo.com]

Notes

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TEACHER SEMINARS JUNE 22–JULY 2, 2008

Join language teachers from across the United States for a ten-day summer graduate course at Concordia Language Villages. Upon successful completion of the course, four semester hours of graduate credit are earned through Concordia College, Moorhead, MN. Learn about and discuss current practices and issues related to second language acquisition.

The course is open to all K-12 second language educators including ESL educators, college educators with an interest in K-12 second language methodologies, and pre-service education majors.

Master of Education in World Language Instruction

Combine On-site With On-line Learning

The Master of Education Program is designed for the working teacher: Summer One, July 5 - 29, takes place at Concordia Language Villages. Two on-line courses during the academic year bridge to Summer Two, July 5–28, at the Villages. The program capstone is a thesis and on-line seminar during the fall semester of 2009. The total program includes 34 semester hours of instruction.

For more information, please contact: Concordia Language Villages Teacher Seminars, 901 Eighth Street South, Moorhead, MN 56562, Tel: (800) 222-4750 Ext. 2002 or (218) 299-4179; e-mail: [educators@cord.edu].

2008 JNCL/NCLIS EXECUTIVE SUMMARY

- In December, after President Bush vetoed an appropriations bill which would have increased education funding, Congress and the Administration agreed on a compromise omnibus spending bill that will fund the federal government for fiscal year 2008. Within this huge bill, the Foreign Language Assistance Program (FLAP) received an increase from \$23.8 million to \$25.7 million. In higher education, International Education and Foreign Language Studies grew from \$105.7 million to \$109 million. FIPSE, with many earmarks, grew from \$22 million to \$120.3 million. Star Schools finally was eliminated, and funding for technology decreased to \$267.5 million.
- Regarding recently created and new programs, The Baccalaureate and Master's STEM and Foreign Language Teacher grants got \$1 million each. SMART grants increased from \$850 million to \$1,445 million. The new TEACH grants, which include foreign languages, were funded at \$58 million. The President's request for \$24 million for Advancing America through Foreign Language Partnerships was not approved.
- In other agencies, the National Endowment for the Humanities (NEH) gained funding from \$140.9 million to \$144.7 million. In the State Department, Education and Cultural Exchange programs grew from \$445.3 million to \$505.4 million. Finally, the National Security Education Program (NSEP) increased from \$16 million to \$44.7 million.
- The College Cost Reduction and Access Act (H.R. 2669) is now Public Law 110-84. This law will provide student loan forgiveness to borrowers who serve in "areas of national need such as early childhood educators, nurses, foreign language specialists ... National Service participants and public sector employees." It establishes a TEACH Grant program providing tuition assistance to undergraduate and graduate students who commit to teaching a high-need subject in a high-need school for four years.
- The 110th Congress has passed and President Bush has signed into law the America COMPETES Act (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act). The law is very broad in scope and creates programs in a number of federal agencies. In the Department of Education, it will increase the number of AP and IB programs dealing with math, science, and foreign languages; develop more math, science, and critical foreign language teachers; and create a new program of articulated critical foreign languages from elementary school through postsecondary education.
- The Senate has passed its version of the Higher Education Amendments Act of 2007. The Senate bill contains provisions to very broadly define "critical foreign languages" in Title I, adds foreign languages to Title II, Teacher Quality Enhancement, and Title VII, Areas of National Need.
- In Title VI of HEA, Foreign Languages and International Education, the Senate has passed and the House is considering provisions that will increase outreach, provide undergraduate scholarships, improve study abroad, and increase minority participation. Previous provisions to create an International Education Advisory Board are not included.
- The National Research Council of the National Academies released their Congressionally-mandated study of Title VI and the Fulbright-Hays Program. Generally concluding that these programs are doing a good job, NRC does make 12 recommendations for changes, such as more study abroad, increased minority participation, finding a better way to measure language proficiency, becoming more transparent, improving data gathering, and, most importantly, these programs should be under the direction of an executive-level position that requires presidential appointment and Senate confirmation.
- Consistent with this last recommendation, legislation is being considered in both Houses to create an Assistant Secretary of International and Foreign Language Education in the Department of Education.
- Both the House and Senate are holding hearings and considering legislation to reauthorize the Elementary and Secondary Education Act (No Child Left Behind). Both House and Senate Education Committees have released discussion drafts for comment. Significant changes impacting foreign languages would include new provisions creating support for articulated K-12/13-16 programs, language partnerships, and loan forgiveness for language majors/teachers.
- H.R. 2111, the Foreign Language Partnership Program Act, has been introduced by Representative Rush Holt (D-NJ) after extensive discussions with the language community. As part of the reauthorization of ESEA, this bill may be considered as a Part II of the Foreign Language Assistance Program (FLAP) Act. The bill has been endorsed by over 70 international, language, and education associations.
- The House has passed and the Senate is actively considering the Senator Paul Simon Study Abroad Foundation Act consistent with the Report of the Commission on the Abraham Lincoln Study Abroad Fellowship Program to increase the number of American students who study abroad to one million.
- In January, the Senate held hearings on "Lost in Translation: A Review of the Federal Government's Efforts to Develop a Foreign Language Strategy." In part, the hearings were related to legislation in both chambers to create a National Language Coordination Council and Director to assess and develop strategies to address the nation's language needs in national security, diplomacy, intelligence, economic competitiveness, education, and other areas.
- Considerable other legislation has been introduced such as the Shirley Chisholm U.S.-Caribbean Exchange Act to further educational exchanges between the nations of the Caribbean and U.S. schools; H.R. 1718, a bipartisan bill to provide teachers of foreign languages the same loan forgiveness as teachers of math and science up to \$17,500 if they teach for five years; and H.R. 3275, the U.S.-China Language Engagement Act, which provides grants for the establishment, improvement, or expansion of Chinese language and cultural studies instruction for elementary school and secondary school students.

CORRECTION DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 81, No. 1 (octobre 2007). Les activités se trouvent à la page 39.

1. fassiez; 2. ait; 3. s'entraîne; 4. prennent; 5. s'agisse
1. qui; 2. auquel; 3. qui; 4. que; 5. qui; 6. quoi; 7. dont; 8. auquel; 9. où; 10. que
1. Celle; 2. celles; 3. celui/celle; 4. ceux; 5. celui
1. devrais; 2. faudrait; 3. serait; 4. vaudrait; 5. saurais-tu
1. pied-de-poule; 2. rouleurs/coueurs; 3. belles-de-nuit/prostituées; 4. garce/chipie; 5. demi-mondaine; 6. dessous-de-table; 7. cul-de-sac; 8. croc-en-jambe; 9. dessous-de-table/pots-de-evin; 10. queue-de-pie
1. ce sot-l'y-laisse; 2. un cul-de-basse-fosse; 3. a la bouche en cul-de-poule; 4. un Réhoboam; 5. j'ai eu un haut-le-cœur; 6. «Laisse béton»; 7. en cul-de-four; 8. Ce je m'en-fichiste; 9. ce cul-de-jatte; 10. va-t-en guerre

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.

\$.58 postage required for 1-6 copies of the flyer

\$.75 postage required for 7-10 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**
 - _____ *Teaching Business French (CD)*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots* _____ *Standards Manual*
 - _____ 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. Now available through the AATF on-line store.

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 _____

ACADEMIC CREDIT FOR THE 2008 CONVENTION IN LIEGE

The AATF is pleased to be able to offer 2008 Liege 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 Wednesday, July 16 and concluding on Saturday, July 19.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Wednesday, July 16.
- 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, 2008**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 27-28. 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 27-28) is required (\$35 per workshop).

Wednesday, July 16 (afternoon)

W115: Célébrons la culture cadienne!

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

De l'Acadie à la Louisiane, l'intervenante proposera contes, comptines, chansons, la célébration du «courir de Mardi Gras» avec la fabrication d'un masque cadien et un peu de «lagniappe» pour rendre cette culture vivante pour tous. Un grand dossier sera donné à chaque participant.

Wednesday, July 16 (afternoon)

W116: Stratégies de lecture pour *Moderato cantabile*

Intervenante: **Christine Renaudin**, Sonoma State University (CA)

Cet atelier a pour objet de présenter des stratégies de lecture pour le roman de Marguerite Duras, *Moderato cantabile*, récemment ajouté au programme de Littérature française de l'examen AP (*Advanced Placement*). Il s'adresse donc tout particulièrement, mais certainement pas exclusivement, aux professeurs de lycée qui préparent leurs élèves à cet examen.

Saturday, July 19 (morning)

W410: The Music of Fredericks Goldman Jones: Vibrant Resources for the Dynamic French Classroom

Intervenants: **Connie Fredericks-Malone**, Fredericks Foundation, Inc. (NY), **Anne Jensen**, Gunn High School (CA), **Karen Traynor**, Tralco-Lingo Fun, **Andrea Henderson**, Elkins High School (TX), **James Malone**, Fredericks Foundation

The presenters will explore culturally rich pedagogical materials based on contemporary French music. Methodologies and hands-on activities will employ videos, CDs, the Internet, listening comprehension exercises, physical tasks, and vocabulary. The value of French in students' career planning will be explored. Grade level: beginning French to AP and college level.

Saturday, July 19 (morning)

W411: Atelier de poésie française

Intervenante: **Kathryn Bulver**, Eastern Illinois University

Explorez le langage poétique avec une variété d'activités pour des étudiants de tous niveaux: la manipulation de figures de rhétorique, la lecture à haute voix, la création de poèmes simples à partir de modèles, l'écriture de poèmes collectifs et plus. Tous les étudiants—et tous les professeurs—sont poètes.

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].

**BE SURE TO VISIT THE
JNCL WEB SITE
www.languagepolicy.org**

PROMOTIONAL MATERIALS FOR THE CLASSROOM



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

Calendrier perpétuel

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)

Parlez-vous...Poster Series

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

Reflets Video

40-minute video, accompanied by teacher's guide, highlights several songs by Éric Vincent and includes a video tour of Paris. \$30 DVD (members)/\$35 DVD (nonmembers).

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 (members)/\$40 (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 6/30/2008

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

Materials may now be obtained through AATF On-line store.

Quantity	Size	Cost
_____ FMLM Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
_____ Bumper Stickers 2@\$1 or 10@\$4	(add an additional \$1 for XXL)	_____
 Videos/DVDs		
_____ Open Your World DVD (\$10/\$12)	_____ Forward with French DVD (\$10/\$12)	_____
_____ Open Your World VHS (\$15/\$18)	_____ Forward with French VHS (\$15/\$18)	_____
_____ Forward with FLES* DVD (\$10/\$12)	_____ Reflets DVD (\$30/\$35)	_____
_____ Forward with FLES* VHS (\$15/\$18)		
_____ All three promotional videos on one DVD (\$45)		
 Publications		
_____ <i>Calendrier perpétuel</i> (\$12/\$15)	_____ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	_____
_____ <i>Parlez-vous posters</i> (\$15/\$25)		

TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

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

CLASSROOM ACTIVITY

A CASE FOR TEACHING “OSCAR ET LA DAME ROSE” BY ÉRIC-EMMANUEL SCHMITT

The traditional literary works that we read in high school French classes—*Le Petit Prince*, La Fontaine’s fables, Maupassant’s short stories, Voltaire’s *Candide*, Molière’s plays, the poetry of Verlaine, Baudelaire, Prévert, works on the AP literature reading list—are there for a reason. They are within the range of competence of high school students; they deal with issues that are still relevant today; they lend themselves to good discussion; they are paragons of the beauty of written French. Nevertheless, there are two good arguments for trying to find contemporary works that measure up to these standards and that we could add to our regular reading list. First, it is important that students realize that the literary scene in France today is lively and vital and that important works are still being written in the 21st century. Secondly, as veteran teachers, we need the stimulation of new material, and it is exciting to introduce and develop new works.

I had been on the look out for some time for a suitable contemporary writer, and, thanks to some French friends in Paris a few summers ago, at last I found what I was looking for, a contemporary writer whose works met all my criteria. They gave me a book, *My Life with Mozart* by Éric Emmanuel Schmitt. The book came with a CD with all the Mozart pieces he talks about in the book. I had never read such an articulate and moving account of how music can change one’s life, so I did some research on Schmitt and discovered that he is one of the most widely translated and read French authors in the world today. I asked my friends what book by Schmitt I should read next. They said unequivocally, *Oscar et la dame Rose*. After reading it, I realized that this was the book I had been looking for.

Schmitt was born in Lyon in 1960. He studied philosophy at *l’École normale supérieure* and was a professor of philosophy before becoming a full time writer. He has won many prizes including several *Prix Molière* for his plays, the *Grand Prix du théâtre de l’Académie française* for the whole of his work; in Berlin, the *Prix Die Quadriga* for “son humanité et la sagesse dont son humour réussit à nourrir les hommes.” Schmitt has been called “un intello populaire,” “un sérieux penseur... qui ne se prend pas au sérieux,” “le Diderot du XXI^e siècle,” “un optimiste lucide.”

Oscar et la dame rose is one of four stories that make up “Le Cycle de l’Invisible” series of stories about youth and spirituality. The protagonist is ten-year-old Oscar or “Crâne d’œuf” (Egg head). He is dying of

cancer in a hospital. *La dame rose* is an older woman who volunteers at the hospital (a candy-striper) and who helps Oscar die while also enabling him to experience a full life. The book raises questions about relating to one’s parents, falling in love, suffering, what “living” means and how to think about death. It invites reflection about transcendence and one’s spiritual nature. So that Oscar will feel less alone as he is dying, Mamie Rose convinces Oscar to write to *Dieu*, and the book is made up of the twelve letters Oscar writes before he dies, and one final letter from Mamie Rose. The letters are irreverent and make the reader laugh and cry at the same time. They show us the follies of human nature seen through the eyes of a young person.

I was uncomfortable at first at the thought of reading a book composed of letters to *Dieu* in my school and with my students. But this is not a Christian book. Schmitt said that he himself is an agnostic. The idea of God in *Oscar* can and should be construed in the broadest sense as representing the spiritual and transcendent part of oneself.

I taught *Oscar* last year with AP language students, but it was too easy for them in spite of slangy passages such as “j’ai envie de lui gueuler dessus...” and “Oh, toi, le môme, lache-moi la grappe.” I assigned them the first couple of letters over a long weekend, and they came back having finished the whole book. They couldn’t put it down and recommended that it absolutely stay on a reading list, but not for AP. So this year, I am reading it with my French Conversation class, and they love the book for several reasons. It is within their range of competence. They find the current slang expressions like “faut pas déconner” et “bouge-toi le cul” amusing. The book makes them think about issues in their life in new ways. Oscar has an “attitude” that keeps their interest. I believe *Oscar* would also be appropriate for levels III or IV.

Oscar works as a high school text because it lends itself to creative and interesting assignments that develop all language skills. In addition to checking for comprehension and discussing the ideas, there are many ways to use the text to work on oral expression. For example, my students drew portraits of and introduced Oscar, Mamie Rose, Popcorn, Einstein, Dr. Dusseldorf, Bacon, Peggy Blue. “Classe, je vous présente Popcorn. C’est un copain de l’hôpital. Il est là parce que...” It gave them a chance to practice this useful language function, to use “c’est” and “il est” correctly, and to be creative at the same time.

I chose two different days at the hospital

when interesting events occurred. I formed two groups of students and assigned a different day to each group. In pairs in the language lab, they had to come prepared to gossip about what went on. This gave them practice using the *passé composé* and the *imparfait*. In another oral assignment in the lab, they played the role of Mamie Rose telling a friend about Oscar’s condition as it deteriorated in a physical sense but progressed in an intellectual or spiritual sense. With each assignment I asked them to use certain new vocabulary and certain grammar concepts. For this one, it was, among other things, using *depuis* with the present tense. For example, “Depuis plusieurs jours, Oscar ne veut plus rien manger.”

The epistolary format of *Oscar* invites interesting writing assignments. After reading each letter, I ask my students to write back to Oscar. They can choose to write as themselves telling Oscar about an event in their lives that relates to something he has experienced or to write as a fictitious person.

In the very first letter, Oscar says: “j’ai horreur d’écrire...Écrire, c’est rien qu’un mensonge....” Many of our students can relate, and they actually enjoy writing about how much they dislike writing. In the third letter, Oscar writes: “...ouf, le pire est derrière moi. La puberté, merci! Une fois mais pas deux....Je comprends que l’adolescence, on appelle ça l’âge ingrat.” I had my students react to this sentiment in a letter to Oscar where they talked about their own feelings about adolescence. In their letters as in their oral work, I require that they use new vocabulary and practice certain pertinent grammatical concepts. They always have to rewrite and correct their mistakes, but they enjoy writing the letters because the subject matter is personal. When we are finished reading *Oscar*, I am going to have my students write to Schmitt himself. He has a Web site where readers can write to him. How wonderful for students to have the opportunity to use their French for real communication with a great author!

In all the letters we are reading a first person account. It is easy, then, to use the text as a platform to practice grammatical concepts.. To take just one example, Oscar writes, “Je serais d’accord pour une petite visite. J’aimerais bien que tu m’en fasses une.” In pairs, students use this as a starting point for original sentences such as “Je serais d’accord pour une petite promenade. J’aimerais bien qu’on aille aujourd’hui.” Another simple example: Oscar says, “Je suis sûr qu’il lui plaît plus

que moi. Il est plus fort..." In a circle, each student has to redo the sentence using different pronouns. "Je suis sûr qu'elle leur plaît plus que toi. Tu es moins connu."

What are the major themes of the book? I return to the quote on writing from the first letter, "Écrire, c'est rien qu'un mensonge." This is a very startling statement, especially given that Schmitt is a writer! What is he implying? What does he mean by "mensonge?" Lying is one of the themes explored in this book. Oscar's parents lie to him, which is a source of alienation. A careful reader will see that Mamie Rose also lies about a lot. She tells Oscar that in her younger days, she was a lady wrestler and finds regular occasions to tell him about some of her more challenging matches. A careful reader will conclude at the end that she was just making up these stories and that everything she knew about wrestling she got from watching TV. She tells Oscar these stories to entertain him, but her struggles in the ring are a metaphor for Oscar's struggle to live. She is trying to tell him that there is always a solution if one is clever. So my class had a heated debate about when and if lying is appropriate.

Another theme is "la santé physique et psychologique" and the existentialist idea of being in charge of your own destiny. When Oscar learns that he has twelve days to live, he is bitter and full of self-pity. Mamie Rose convinces him to write to *Dieu*. In psychological jargon, this would be called "journaling." She is very astute when she writes, "Livre-lui tes pensées. Des pensées que tu ne dis pas, ce sont des pensées qui pèsent, qui s'incrument, qui t'alourdissent, qui t'immobilisent, qui prennent la place des idées neuves et qui pourrissent. Tu vas devenir une décharge à vieilles pensées qui puent si tu ne parles pas."

As the book progresses, Oscar's physical health declines, but his mental health improves. With Mamie Rose's help, Oscar realizes that he is in control of his emotions, and this leads to liberation. On Christmas Eve, in church, Oscar learns an important lesson.

- La souffrance physique, on la subit. La souffrance morale, on la choisit.
- Je ne comprends pas.
- Si on t'enfonce des clous dans les poignets ou les pieds, tu ne peux pas faire autrement que d'avoir mal. En revanche, l'idée de mourir, tu n'es pas obligé d'avoir mal. Tu ne sais pas ce que c'est. Ça dépend donc de toi.

When Oscar dies, he is full of joy and at peace because he has chosen to see life as a gift and death as a fact.

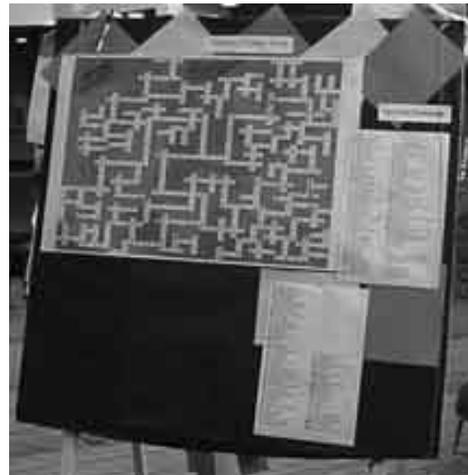
These ideas are very powerful and empowering. Oscar speaks to high school stu-

dents because it dares to broach issues that concern them. It uses language that is current and appealing. It lends itself to classroom activities that help students develop fluency. For all these reasons, I recommend this book and this writer for consideration by high school teachers.

Ann Miller
Pembroke Hill School
[amiller@pembrokehill.org]

Note: There is an edition in the "Classiques & contemporains" collection by Magnard which is glossed and includes discussion / comprehension questions for each of the major themes in the book.

FUN WITH A GIANT CROSSWORD



Display at Central College, Pella, IA

The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any other time. This activity is designed 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].

Jayne Abrate
[abrate@siu.edu]

Jacqueline Thomas
[j-thomas@tamuk.edu]

THE 11TH ANNUAL FRENCH PLAY AT WHITTIER COLLEGE

About 190 Francophiles of all ages celebrated the 11th Annual French Play at Whittier College with "Récital Poétique" performed by Inter-Europe Spectacles as a kickoff event for National French Week 2007.

It was exciting to see that so many came for a poetry reading. The poetry repertoire included seminal poems by Du Bellay, Ronsard, Louise Labé, La Fontaine, Lamartine, Vigny, Musset, Hugo, Baudelaire, Verlaine, Rimbaud, Apollinaire, Tzara, Prévert, Vian, Desnos, Tardieu, and Senghor to name a few. Given how attentive everyone was in the audience, there is no doubt that many teachers prepared their students with pre-attendance activities.

Like previous years for the celebration of National French Week, our audience came from all parts of the larger Los Angeles region. Actor and director Claude Beauclair, who heads Inter-Europe Spectacles, performed brilliantly. His interpretation gave true life to the poetic images and to the words that generations have heard and repeated.

This National French Week event would not have been possible without grants from the AATF and the AATF-Southern California, plus funding from the Department of Modern Languages & Literatures at Whittier College. A small fee of \$4 per person assured that people came after having made their reservations and also covered remaining expenses. These included an honorarium, lodging, food, and photocopies. The event was advertised on the Internet on the Cultural Events page of the Los Angeles French Consulate, the Shannon Center Web site, and my personal Web site. It was also advertised through the Southern California AATF Chapter mailing list. I am thankful to our Theater Manager, for his fine organization and for including every year a French performance on his calendar of events.

Lastly, I am grateful to all the professors, students, and members of the Los Angeles community who return to Whittier College for this annual celebration of National French Week. Our guests' enjoyment and enthusiasm, coupled with all the positive feedback following the show (see below), make me look forward to our 12th Annual French Play during French National Week 2008. *Vive la Semaine du Français!*

Marie-Magdeleine Chirol
Whittier College
[mmchirol@whittier.edu]

QUEBEC RESOURCES FOR FRENCH TEACHERS

AATF Resources

AATF Created Quebec Web activities [www.frenchteachers.org/general/DOEgrant/Quebec/title.htm]

TennesseeBob Peckham's *Le Québec @Globe Gate* [http://globegate.utm.edu/french/globegate_mirror/quebhst.html]

Mes Aïeux Teaching Activity [www.frenchteachers.org/bulletin/articles/activities/Musique%20quelque%20chose%20magique.pdf]

Canadian/Quebec Studies Centers

American Council for Quebec Studies [www.acqs.org/index.html]

Association internationale des études québécoises [www.aieq.qc.ca]

SUNY Plattsburgh [www.plattsburgh.edu/academics/canadianstudies]

University of Vermont [www.uvm.edu/~canada/?Page=proinfo.htm]

University of Maine [www.umaine.edu/canam]

Cultural Events

Le Festival d'été de Québec [www.infestival.com]

Le Carnaval de Québec [www.carnaval.qc.ca]

Les grands feux Loto-Québec [www.lesgrandsfeux.com]

Les Fêtes de la Nouvelle-France [www.nouvellefrance.qc.ca]

Cultural Organizations and Museums

Le Musée de la civilisation [www.mcq.org/fr/mcq/index.html]

Le Musée de l'Amérique française [www.mcq.org/fr/maf/index.html]

Le Musée national des Beaux-Arts du Québec [www.mnba.qc.ca]

La Bibliothèque nationale du Québec et les Archives nationales du Québec [www.banq.qc.ca]

Gouvernement du Québec

Gouvernement du Québec [www.gouv.qc.ca]

Ministère des relations internationales [www.mri.gouv.qc.ca]

Ministère de la Culture et des Communications [www.mcc.gouv.qc.ca]

MCC Document [www.mcc.gouv.qc.ca/publications/culture_quebec.htm]

Gouvernement du Québec: Language organizations

Commission de toponymie [www.toponymie.gouv.qc.ca]

Conseil supérieur de la langue française [www.cslf.gouv.qc.ca]

Office québécois de la langue française [www.oqlf.gouv.qc.ca]

Secrétariat à la politique linguistique [www.spl.gouv.qc.ca]

Les Publications du Québec [www.publicationsduquebec.gouv.qc.ca/accueil.fr.html]

History

Claude Bélanger History Course [www2.marianopolis.edu/quebechistory/about.htm]

Chronologie de l'histoire du Québec [http://pages.infinit.net/histoire/index.html]

Language and Teacher Organizations

L'Association québécoise des enseignants de français langue seconde (AQEFLS) [www.aqefls.org]

Canadian Association of Second Language Teachers (CASLT) [www.caslt.org]

Association québécoise des professeurs de français [www.aqpf.qc.ca]

Language Resources

Le Grand dictionnaire terminologique (GDT)

La Banque de dépannage linguistique (BDL) [www.oqlf.gouv.qc.ca/ressources/gdt_bdl2.html]

Jeux linguistiques [www.oqlf.gouv.qc.ca/ressources/divertissements/index.html]

Trésor de la langue française au Québec [www.tlq.ulaval.ca]

Projet du dictionnaire FRANQUS de l'Université de Sherbrooke [www.usherbrooke.ca/dlc/recherche]

Living in Quebec

Panorama sur le Québec [www.panorama-quebec.com]

Vivre en français au Québec [www.spl.gouv.qc.ca/publications/brochures/index.html]

Some Music Resources

ADISQ [www.adisq.com]

Les Cowboys fringants [www.cowboysfringants.com]

Mes Aïeux [http://mesaieux.qc.ca]

Québec info musique [www.qim.com]

Patriotic Organizations

Le Mouvement nationale des Québécois et Québécoises [www.mnq.qc.ca]

Le Parti Québécois [www.pq.org]

Pictures

Le Québec en images [www.ccmd.qc.ca/Quebec/rens-frame.html]

Quebec Language Schools

Association québécoise des écoles de français [www.aqef.qc.ca]

Quebec Studies

American Council for Quebec Studies [www.acqs.org/index.html]

Institute on Quebec Studies at Plattsburgh State University [www.plattsburgh.edu/offices/academic/iqs]

Association internationale des études québécoises [www.aieq.qc.ca/index.html]

Radio and Television

Radio Canada [www.radio-canada.ca]

Radio Rock Détente [www.rockdetente.com]

Sports

Canadiens de Montréal [www.canadiens.com]

Montréal Impact [www.montrealimpact.com/index.aspx?language=fr]

Réseau des sports [www.rds.ca]

Snif, snif - Les Expos de Montréal [http://washington.nationals.mlb.com/index.jsp?c_id=was]

Tourisme

Tourisme Québec [www.tourisme.gouv.qc.ca]

L'Office du Tourisme et des Congrès de Québec [www.quebecregion.com]

La Ville de Québec [www.ville.quebec.qc.ca/accueil/index.shtml]

Transportation

L'Aéroport de Québec [www.aeroportdequebec.com]

Via Rail [www.viarail.ca]

Web Sites

La Toile de Québec Web Site [www.toile.com]

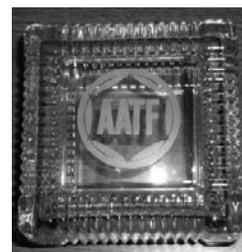
David Graham

[mrquebec@gmail.com]

Updated 9 janvier 2008

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 (member)/ \$15 (nonmember) cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

CONVENTION INFORMATION

- ◆ Registration - pages 27-28
- ◆ Travel & Hotel - page 1
- ◆ Academic Credit - page 19
- ◆ Convention Highlights - pages 1-2
- ◆ Excursions - pages 1-2

All information is posted on the AATF Web site as it becomes available:

[www.frenchteachers.org]

PARLEZ-VOUS... POSTER SERIES



This series of six newly-redesigned full-color 11x17" promotional posters for French teachers are based on the themes "Parlez-vous...histoire?" "...cuisine?" "...civilisation?" "...sciences?" "...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Now available at the AATF On-line store.

Send this form and payment of \$15 (members)/\$25 (nonmembers) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 6/3/08.

Name : _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

NOW! COULEURS ET PARFUMS AND TANT QU'ELLE CHANTE, ELLE VIT *apprendre le français grâce à l'héritage de Carole Fredericks*

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

Carole's *Couleurs et parfums* CD is now available with an accompanying Activity Book containing reproducible lyrics, activities, and lesson plans. The CD delivers a blend of rap and rhythm & blues inspired songs *en français*.

Send this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Now available at the AATF On-line store.



Tant qu'elle chante, elle vit

___ \$55 DVD and Workbook

___ \$45 Video and Workbook

Couleurs et parfums

___ \$49.95 CD and Activity Book

Total enclosed _____

___ Check enclosed. Make check payable to the AATF.

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

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____ E-mail: _____

NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2008 is "Samuel de Champlain—Père de Nouvelle France/Samuel de Champlain—Father of New France."

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2008.**

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, e-mail address, 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: Relevance to the theme, originality, written expression.

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

POSTER CONTEST

Deadline: Postmarked by **October 15, 2008.**

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, e-mail address, 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, relevance to the theme, 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 5-11 [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 5 au 11 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)	_____	_____

Posters: Copies of the 2007-2008 promotional poster included in this issue are available while supplies last. [\$2 each or 10 for \$15]

T-shirts (blue with white logo design)	_____	T-shirts x \$13	_____ L	_____ XL	_____
	_____	T-shirts x \$14	_____ XXL		_____

Total enclosed for promotional items. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

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 [aaf@frenchteachers.org].

AATF Promotional Videos/DVDs

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

Quantity

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

Circle DVD or VHS

Forward With French

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

Circle DVD or VHS

*Forward with FLES**

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

Circle DVD or VHS

DVD \$15 / Video \$10 (members) / DVD \$18 / Video \$12 (nonmembers). Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

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

Prices valid through 6/30/08.



AATF Teaching Videos



Reflets français

Quantity

58-min. video, filmed by former AATF Vice-President Bernard Petit, features French singer Éric Vincent, on his houseboat on the Seine and performing several songs with the text appearing as he sings. A video tour of Paris concludes follows.

Includes 30-page teacher's guide. \$30 DVD (members)/\$35 DVD (nonmembers)

Circle DVD or VHS

La France divisée

36-min. documentary exploring France during WWII, collaboration with the Vichy government as well as resistance. It includes interviews with a Holocaust survivor, child survivors, historians, and a Resistance leader. Video or DVD (specify):

\$25 (members)/\$35 (nonmembers); Study Guide: \$5 each (members)/\$6 each (nonmembers)

Circle DVD or VHS

Tant qu'elle chante, elle vit

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

\$55

Circle DVD or VHS

Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org] (Prices valid through 6/30/08)

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

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

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

81st ANNUAL CONVENTION: LIEGE, BELGIUM, JULY 16-19, 2008

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: _____

Please note that we will be mailing programs and registration materials about 2 weeks prior to the convention. Please give above your U.S. mailing address after June 20, 2008. If you will not be in the U.S., you can pick up your registration packet on site.

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, opening wine and cheese reception, *dictée*, and a *mallette du congrès*. Pre-Registration will be accepted if postmarked by **June 20, 2008**. After this date, late registration will apply. Excursion and meal prices are subject to change in the event of a significant variation in the exchange rate.

- | | | |
|--|-------|-------|
| • Regular Preregistration fee (if postmarked by June 20, 2008) | \$250 | _____ |
| • Full Regular Registration (if postmarked by June 20, 2008, available only to regular registrants; those in other categories should register for optional activities separately (includes Welcome Luncheon, 2 lunches, Awards Banquet, one walking tour, & tee-shirt) | \$375 | _____ |
| • Late or on-site registration fee (after June 20, 2008) | \$300 | _____ |
| • Emeritus registration (must be an AATF Emeritus member) | \$100 | _____ |
| • Student registration (must be an AATF Student member) | \$100 | _____ |
| • Friend/Guest of AATF member (must not be a French teacher) | \$125 | _____ |

Please provide name of friend/guest(s) _____

- | | | |
|--|------------------------------|-------|
| • 2008 Membership in AATF (required if you are not already a member for 2008) | \$55 US | _____ |
| • 2008 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 the AATF Web site and on page 19 in this issue.

Wednesday, July 16 (afternoon)

- | | | |
|---|------|-------|
| W115: Stratégies de lecture pour <i>Moderato cantabile</i> (Christine Renaudin) | \$35 | _____ |
| W116: Célébrons la culture cadienne (Janel Lafond-Paquin) | \$35 | _____ |

Saturday, July 19 (morning)

- | | | |
|---|------|-------|
| W410: The Music of Fredericks Goldman Jones: Vibrant Resources for the Dynamic French Classroom (Fredericks-Malone, Jensen, Traynor, Henderson, Malone) | \$35 | _____ |
| W411: Atelier de poésie française (Kathryn Bulver) | \$35 | _____ |

SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

(Descriptions are on pages 1-2 and 19; spouses and guests are welcome to sign up for meals and activities.)

Pre-convention Excursion: Bruxelles: capitale européenne (Tuesday, July 15)	\$70	_____
Pre-convention Excursion: Spa et le CERAN (Tuesday, July 15)	\$30	_____
Academic Credit through Webster University (one-hour graduate credit, see Web site)	\$115	_____
AATF Welcome Luncheon (Wednesday, July 16, 12:00-2:00 p.m.)	\$50	_____
Luncheon (Thursday, July 17, 12:00-1:30 p.m.)	\$20	_____
Luncheon (Friday, July 18, 12:00-1:30 p.m.)	\$20	_____
Walking Tour Excursions (Thursday, July 17 and Friday, July 18, 4:00-6:00 p.m.) (both excursions offered both days, please circle below)	\$20 each	_____
Itinéraire Simenon: Thursday or Friday Le Cœur historique: Thursday or Friday		
AATF Awards Banquet at the Château de Limont (Friday, July 18, 7:00-10:30 p.m.) (cost includes meal and transportation)	\$100	_____
Post-convention Excursion: Route de la Bière (Sunday, July 20)	\$80	_____
Post-convention Excursion: Anvers, centre mondial du diamant (Sunday, July 20)	\$75	_____

SUB-TOTAL OPTIONAL ACTIVITIES

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

Liege Souvenir Tee-Shirt: (Tee-shirts carry the convention theme: "La Belgique au coeur de l'Europe." They will be mailed prior to the convention.)

Please indicate size and quantity.	L or XL	_____ at	\$16	_____
	XXL	_____ at	\$17	_____

AATF Tee-Shirt: "Le Français m'ouvre le monde"	L or XL	_____ at	\$16	_____
Please indicate size and quantity	XXL	_____ at	\$17	_____

SUB-TOTAL TEE-SHIRTS

TOTAL PAYMENT DUE:

_____ This is my first AATF convention.

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

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

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

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

REFUND POLICY: Requests for refunds must reach National Headquarters no later than **July 1, 2008**. A \$50 fee will be assessed to cover administrative costs. NO refunds after July 1, 2008. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733.

81^{ÈME} CONGRÈS ANNUEL DE L'AATF

PROGRAMME PRÉLIMINAIRE

Le programme qui suit constitue une liste prévisionnelle des sessions au programme du congrès. Les titres et textes descriptifs ont été, dans certains cas, sévèrement abrégés, faute de place dans ce *Bulletin*. Il y a également un certain nombre de propositions toujours en attente de confirmation. 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, et l'horaire exact sera affiché en ligne dès qu'il sera confirmé. Vérifiez en ligne le programme final. Une description des ateliers se trouve à la page 19.

Sessions: mercredi 16 juillet après-midi

S110: Le Français et la Belgique: une histoire singulière

Intervenant: Alain Braun, Université de Mons-Hainaut

La présence du français en Belgique est une situation bien différente de celle connue en France: histoire, histoire littéraire, approche socio-historique le montreront. Un autre point d'intérêt est celui de l'accueil de migrants et de leur apprentissage de la langue. Pays multilingue, la Belgique se voit confrontée aux besoins d'un enseignement efficace.

S112: Voyage «matériel» à travers la Belgique et d'autres pays francophones

Intervenante: Carole Bergin, Harvard University

La Belgique et d'autres pays francophones offrent une variété de matériel pour l'apprentissage de la langue. Les nouvelles, BD, poèmes, pièces, films, chansons apportent un choix riche, permettant aux étudiants de pratiquer la conversation, la grammaire, la composition et la prononciation à travers un voyage culturel.

S120: Marginalization and National Identity in Three Contemporary Belgian Films

Intervenantes: Stephanie O'Hara, UMass Dartmouth, Maria Bobroff, Guilford College, & Cybelle M. Wilkens, UNC at Greensboro

Film is an ideal vehicle for engaging students in cultural analysis, even more so when visiting questions of national identity and marginalization. The presenters will explore pedagogical tools for using film to teach culture in the university classroom.

S122: Apprendre le français avec les chansons de Jacques Brel

Intervenante: Geneviève Briet, Université catholique de Louvain

Quels avantages et inconvénients à utiliser la chanson en classe? En quoi consiste la méthodologie mise au point dans le dossier pédagogique *Brel entre les lignes*? Des exemples extraits de ces 20 fiches pédagogiques illustreront ce parcours didactique.

Sessions: jeudi 17 juillet

E210: Le Français dans le monde, un outil pour la classe

Intervenant: François Pradal, Le Français dans le monde (Exhibitor Session)

Le Français dans le monde est la revue de la FIPF et au-delà de tous les professeurs de français. Comment la revue peut-elle contribuer plus encore à fédérer les enseignants de français à travers le monde et devenir une surface d'échanges pédagogiques, linguistiques, culturels?

S211: A Cross-Cultural Seminar

Intervenante: Brigitte Debord, Colorado Academy

Teaching the fundamental differences between the values and beliefs in France and the U.S. helps students better understand the great divide between French and American patterns of thinking.

S212: Proclaiming Liberté and Égalité: French and American Declarations of Rights

Intervenants: Katherine Kolb & Jorrit Van Belzen, Southeastern Louisiana Univ.

The presenters will furnish a way of comparing the Franco-American liberationist and abolitionist movements, pairing core documents of the French and American republics; the women's rights struggle in both nations; French and American emancipation proclamations.

S213: Partnership Dialogue to Create Future Exchange Experiences

Intervenants: Robin McMahan, Smith Middle School, & Jean-Claude Labeye

Meet French and Belgian teachers of English interested in establishing international exchange programs. You will share your vision for global education, establish guidelines, and discuss a plan of action with the goal of implementation the following year.

E214: You Can Achieve Fluency with Your French as a Second Language Students

Intervenante: Mardi Michels, AIM Language Learning (Exhibitor Session)

The Accelerative Integrated Method (AIM) is an intensive methodology based on stories that significantly raises performance in FSL classrooms. Target vocabulary is taught through gesture and contextualized through story and drama, allowing for greater involvement of the students. Music, dance, and creative writing activities reinforce the target vocabulary.

S215: Une Tache d'encre et une touche de couleur

Intervenante: Mary McDonnell, Université de Saint Lawrence

Le poète Maurice Rollinat et le peintre Léon Detroy s'extasiaient face à l'éclat éphémère de la terre. L'âme aux bruissements mélodieux et mystérieux du temple de la nature s'infiltrait aux âmes intuitives et raffinées. Ces artistes réalistes, impressionnistes, néo-impressionnistes ou chromo-luminaristes ont tenté de traduire des instants momentanés mais éternellement renouvelés.

S216: You Have The Job... Now What?

Intervenant: Greg Prais, Detroit Country Day School

The presenter will offer innovative ideas to implement in the classroom. Each participant will leave with speaking, reading, writing, and cultural activities they can use with their students.

S217: Revenons à ces moutons! Un Mouton dans la baignoire et La Guerre des moutons d'Azouz Begag

Intervenant: Christopher Pinet, Montana State University

L'intervenant présentera *Un Mouton dans la baignoire* et *La Guerre des moutons* d'Azouz Begag. Dans ses deux mémoires Begag discute ses deux années comme Ministre délégué à la promotion de l'égalité des chances. Il traite des problèmes des banlieues, des émeutes, de ses différends avec Sarkozy et des mesures qu'on a prises pour aider les banlieues, et il fait le bilan de sa dernière année et sa campagne électorale aux législatives de 2007.



CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 5-11, 2008



S218: Teaching French Grammar: Updated Techniques for the Communicative Classroom*Intervenante* **Stacey Katz**, *Univ. of Utah*

The presenter will explore how teaching grammar can be better integrated into the communicative classroom. Innovative techniques for teaching grammar will be presented. Participants will be encouraged to consider structures in context and to revamp drills into consciousness-raising activities.

S219: La Technologie à l'avancement de la communication actuelle*Intervenantes:* **Stephanie Segretto-Rice**, *Fairfax County Schools*, & **Rebecca Fox**, *George Mason University*

Les intervenantes parleront du rôle de la technologie dans l'avancement de la communication orale et écrite et montreront comment le multimédia peut avancer la motivation des élèves à apprendre et à utiliser le français.

S220: Présentons-nous: Making a Video for a French Audience*Intervenante:* **Randa Duvick**, *Valparaiso University*

The presenter will describe a project in which university students wrote, filmed, and edited digital videos for a real French audience, creating films—posted on the Web—describing the university for students from their institution's French exchange university.

S221: Are Transformations in French Society Threatening Traditional Culinary Values?*Intervenante:* **Jacqueline Thomas**, *Texas A&M University-Kingsville*

Stereotypes abound about what and how French people eat. The presenter will chronicle transformations that French society is currently undergoing as they relate to changing eating habits.

S222: Pierre Léon: un enchanteur littéraire*Intervenant:* **Alain Ranwez**, *Metropolitan State College of Denver*

Léon offre une collection pleine d'humour et de tendresse. Léon représente un esprit plus rieur que méchant et ne cesse de nous faire rire.

S223: Belgium Unveiled by its Contemporary Artists*Intervenante:* **Cathy Culot**, *MIT*

This on-line multimedia archive introduces students to Belgian culture and history through personal stories of Belgian contemporary artists. Focusing on contemporary design, gastronomy, and graphic arts, the materials address issues such as bilingualism, multiculturalism, and globalization as well as the preservation of traditions in the 21st century.

E224: La Mesure de votre succès!*Intervenante:* **Sylvie Brisebois**, *Educational Testing Service Canada (Exhibitor Session)*

Le Test de français international a pour objectif d'évaluer le niveau de français des personnes non francophones. Le TFI évalue l'aptitude à comprendre, parler, lire et écrire le français dans des situations de communication dans le monde des affaires.

S226: Un Festin en tableaux*Intervenante:* **Marie-Simone Pavlovich**, *Northwestern University*

Il s'agit d'une découverte gourmande de la Wallonie, de la Flandre, des Pays-Bas à travers les tableaux de maîtres.

S227: Que dit-on? Qu'est-ce qu'on dit? Strategies for Keeping up with French Grammar and Usage*Intervenant:* **James Day**, *University of South Carolina*

The presenter will survey resources available at no cost that can be helpful to teachers who need pedagogical materials and answers to questions about French language usage.

S228: Yasmina Khadra and the Série noire*Intervenant:* **John Lambeth**, *Washington & Lee University*

Algerian novelist Khadra has received recognition for the stark but moving novels in his trilogy *L'Attentat*, *Les Hirondelles de Kaboul*, and *Les Sirènes de Bagdad*. Khadra's earlier fiction was marked by his interest in detective fiction. The presenter will examine how his trilogy uses the forms of detective fiction to examine the tragic incomprehension between the West and the Middle East.

S229: Une Relecture du poème de Prévert: "Dejeuner du matin"*Intervenant:* **Vincent Grégoire**, *Berry College*

«Dejeuner du matin» est l'un des poèmes les plus lus en classe. Il est très prisé parce que c'est un bon exemple de texte au passé composé et que son sens est apparemment simple. Et pourtant ce poème est plus complexe qu'il y paraît.

E230: Travailler en français avec la presse et le Français dans le monde*Intervenant:* **François Pradal**, *Le Français dans le monde (Exhibitor Session)*

Sensibiliser les élèves à la presse francophone et au *Français dans le monde*; lire et comprendre les titres et iconographies utilisés pour mettre un événement en valeur; aborder l'information par une approche comparative et critique.

S231: "Hot Potatoes," "Google," & Other Web Freebies to Beef up Your Curriculum*Intervenant:* **Guy Vandenbroucke**, *Viewpoint School*

Participants will learn how to take advantage of free software and Web-based tools. The presenter will show how Internet resources can help develop reading, writing, listening, and speaking skills as well as cultural awareness.

S232: Business French: A Case Study Method*Intervenante:* **Carole Head**, *High Point Univ.*

The case study method generates enthusiasm, encourages creativity, and keeps students engaged, while requiring them to apply their knowledge. Participants will be given examples of case studies and other problem-solving activities and will engage in analysis of a case study.

S233: Balancing *réalité* and *actualité* in French and American Print Media*Intervenants:* **Stephanie Lohse**, **Ashley Shams**, & **Donald Dziekowicz** *University of St. Thomas*

The presenters will propose ways to help students understand the role of perspective and subjectivity in both the composition and the reception of "texts" from medieval literature to modern news media and film.

S234: L'Orthographe: enjeux culturels et idéologiques*Intervenant:* **Fabrice Teulon**, *Virginia Tech*

L'orthographe occupe une place spécifique dans la culture française. Elle se trouve au cœur de nombreux débats politiques et culturels. La prolifération des nouvelles technologies vient pourtant modifier profondément la question traditionnellement pérenne de l'orthographe.

C235: Aspects de la France contemporaine**Les Banlieues sont-elles de bons lieux depuis les élections de 2007?***Intervenante:* **Rosalie Vermette**, *Indiana Univ.-Purdue University at Indianapolis*

Cette communication propose d'analyser la situation des jeunes dans les banlieues depuis l'arrivée au pouvoir de Sarkozy en mai 2007.

École et mobilité sociale en France*Intervenante:* **Marie-Christine Koop**, *University of North Texas*

Dans les années 1960, les sociologues avaient démontré que l'école, loin de faciliter la mobilité sociale, n'était en fait que l'instrument de reproduction des classes sociales. Cette communication examinera les progrès accomplis à la lumière des récentes réformes qui ont accompagné l'objectif d'amener 80% d'une génération au niveau du bac.

S236: La Chanson française dans tous ses états en cours de langue ou de culture

Intervenante: Dinah A. Stillman, University of Oklahoma

La chanson française, qu'elle fasse l'objet d'un cours spécial ou qu'elle soit incorporée en complément d'un cours, peut s'avérer être un excellent outil d'apprentissage du français.

S237: Book Club 2008

Intervenantes: Therese Saint Paul, Murray State University, & Gwendoline Aaron, Southern Methodist University

La sélection pour le *Book Club 2008* présente la Belgique, son histoire, ses grands moments et sa contribution à la culture francophone dans tous les domaines avec deux livres d'auteurs contemporains. La session sera animée par la présence d'un des auteurs, Nicolas Ancion.

C238: Promoting French through Films

Intervenante: Joyce Beckwith, Wilmington High School (MA)

Showing a film is an exciting and non-stressful way of celebrating National French Week. The presenter will discuss three newly-released films and distribute a packet with creative activities, Webquests, and varied assessments for each film.

S240: Developing Advanced Literacy Skills in French: An Integrated Approach to the Grammar and Composition Course

Intervenante: Heather W. Allen, University of Miami

The presenter will demonstrate how a literacy-based approach is used in an advanced French writing course. Modern French fiction facilitates students' awareness of and practice in reading and writing various genres. Participants will gain familiarity in literacy-based instruction.

S241: Le Difficile Partage des institutions européennes entre les États membres

Intervenante: Quentin Michel, Université de Liège

Le siège des institutions européennes fait depuis toujours l'objet d'intenses négociations. La concentration des institutions principales à Bruxelles a attiré un nombre sans cesse croissant d'activités gravitant autour de ces institutions. Ainsi, la plupart des groupes de presse mais aussi de pression ont installé un bureau à Bruxelles. Il reste que ce phénomène centripète est atténué par un phénomène centrifuge instrumenté par d'autres États membres qui essaient d'attirer ou de maintenir dans leurs villes certaines institutions, agences ou comités de l'Union européenne. C'est ce kaléidoscope d'enjeux que la contribution tend à illustrer.

S242: Strategies for Increasing Reading Comprehension

Intervenant: Gerard Lavatori, University of La Verne

Applying concepts from reading comprehension researchers, the presenter will demonstrate a number of strategies designed to increase reading comprehension in intermediate-level French readers or above for fiction and non-fiction texts.

S243: The Free Virtual Language Lab

Intervenante: Michelle Emery, William Penn Charter School

Put their cell phones to work for French! Free resources for recording MP3 files abound, and the presenters will show you how to use them in the classroom. Use a telephone and the Internet to create your own podcasts and virtual language lab.

E244: La Nordicité culturelle du Québec

Intervenant: Daniel Chartier, Université du Québec à Montréal (Exhibitor Session)

Le conférencier présentera de manière historique les enjeux et problématiques de l'histoire culturelle du Québec; puis à interpréter la culture québécoise en fonction des paramètres de la «nordicité culturelle» dans les différentes manifestations populaires et les œuvres d'arts visuels, du cinéma, de la chanson et de la littérature.

E245: A Woman in the Belgian Resistance: Speaking Out on «The Way it Was»

Intervenantes: Joanne Silver & Fernande Davis, Beach Lloyd Publishers, LLC (Exhibitor Session)

A Belgian woman who worked in the Resistance will be the featured speaker and will sign her newly published book. With introduction of new materials on WWII Belgium and the Holocaust and stories based in France: memoirs, books, study guides, DVDs and French music.

E247: Apprendre.TV, Enseigner.TV: le français avec TV5Monde

Intervenants: Michèle Jacobs-Hermès, Evelyne Paquier & Richard Bossuet, TV5Monde (Exhibitor Session)

Les intervenants présenteront un dispositif en ligne entièrement rénové: entrées distinctes pour les apprenants et les enseignants; accès simplifié aux ressources: j'enseigne avec Internet, j'enseigne avec la télévision; moteur de recherche multicritères; nouveaux exercices interactifs à partir des vidéos disponibles sur le site.

S248: Les Nouveaux Visages de l'identité collective en Belgique et en Europe

Intervenant: Jérôme Jamin, Université de Liège

Le caractère multiculturel du continent européen est aujourd'hui une réalité indéniable, et ce fait n'a pas toujours été accepté de la même manière d'un pays européen à un autre. En Belgique et dans la plupart des États-membres de l'UE, la présence de migrants et le mélange des cultures défient les représentations traditionnelles et obligent chacun à repenser notre identité collective.

E249: Optimiser l'oral en classe

Intervenant: Jean Lamoureux, École Suisse Internationale (Exhibitor Session)

L'intervenant proposera des solutions pour permettre aux élèves de prendre la parole. Il fait partager son expérience en présentant de nombreuses activités orales et donne des outils aux professeurs pour développer par eux-mêmes leur propre stratégie d'enseignement.

S250: Teaching L'Enfance dans le monde francophone

Intervenante: Jennifer Morrissey, North Park University

The challenge of teaching a course on "L'Enfance dans le monde francophone" lay in fostering cultural literacy, heightening awareness of Self and Other, and promoting literary appreciation of Franco-phone novels.

S251: Diversify Lesson Plans and Get Students Speaking and Listening with On-line Voice Tools

Intervenante: Amy Harker Roskopf, San Diego State University

The presenter will reveal how on-line voice tools increase oral interaction outside the classroom and allow students to bolster their listening comprehension and speaking skills. The presenter will demonstrate the capabilities of voice-board and voicemail tools.

S252: Translation as Scholarship: The Story of Estelle Retold

Intervenante: Joanne McKeown, Moravian College

The presenter will describe the work of translating an historical monograph from French into English and will argue that literary translation is an intellectual, highly creative endeavor. As such, it deserves serious consideration as scholarship in institutions of higher learning.

S253: Écriture, exil et identité culturelle: les écrivains africains en France*Intervenante: Ena Vulor, Marietta College*

L'intervenante visera à mettre en rapport la question de l'écriture et de l'exil comme éléments constitutifs de l'identité culturelle chez ces écrivains dont les œuvres, bien qu'ancrées dans une culture «de source», s'ouvrent également aux possibilités créatives d'une position multiculturelle qui est celle de l'exile.

S255: Le Vécu migratoire du congolais en Belgique: la rencontre de l'imagination et la réalité dans *Juju Factory* (Bakupa-Kanyinda) et *Pi**Intervenante: Martine Boumtje, Southern Arkansas University*

Vivre en Occident est le rêve de la plupart des jeunes africains. La Belgique semble être synonyme de réussite. C'est la terre promise pour tous ceux qui vont s'y réfugier soit pour échapper à leur destin tragique, soit pour étancher la curiosité. Ils ignorent cependant les conditions d'intégration dans une société d'accueil.

S256: La France entre l'Europe et la mondialisation*Intervenant: Michel Gueldry, Monterey Institute of International Studies*

Pour comprendre la France contemporaine il faut comprendre l'impact de l'Union européenne et de la mondialisation sur elle. L'intervenant présentera d'abord les principales pratiques et valeurs de la France avant l'émergence de l'UE. Ensuite il analysera comment l'UE et la mondialisation transforment la France. Enfin, il étudiera la nouvelle identité d'une France européanisée et mondialisée.

S257: Enseigner la littérature à travers les bandes dessinées*Intervenante: Christine Gaudry-Hudson, Millersville University*

«Romans de toujours», une nouvelle collection de bandes dessinées, réalisée en collaboration avec l'Organisation internationale des pays francophones et l'UNESCO, va rendre accessible un certain nombre de chefs d'œuvre littéraires.

S258: D'Emmanuelle à exhibition: l'éphémère triomphe du cinéma pornographique*Intervenant: Edward Ousselin, Western Washington University*

Entre la traditionnelle censure et le système de classification et de taxation mis en place par la loi du 30 décembre 1975, la période 1974-75 a été caractérisée par un flou juridique qui a permis à un genre cinématographique longtemps marginalisé de devenir,

brèvement, un phénomène socioculturel.

S259: Liege: l'histoire mouvementée d'une ville frontalière*Intervenante: Elena Odio, Georgia Southwestern State University*

Site d'une communauté sédentaire depuis au moins sept mille ans, Liège s'est vue tiraillée entre diverses ethnies. L'intervenante se concentrera sur les effets de la dynamique germano-française et ecclésiastique dans cette région depuis la période mérovingienne jusqu'à la révolution française.

S260: Les Intelligences multiples*Intervenante: Carolyn King, Consultant in Second Language Learning*

L'intervenante fournira aux participants des informations ainsi que des stratégies pour l'application pratique des Intelligences Multiples dans leur façon d'enseigner le français langue seconde.

S261: Le Français langue étrangère et seconde, sa didactique, sa méthodologie, sa pédagogie: un état des lieux européen*Intervenant: Jean-Marc Defays, Université de Liège*

Différents changements de principes, de conditions et de perspectives sont en train d'affecter la didactique du français et des cultures qu'il véhicule, pour modifier en profondeur le cadre de son enseignement par rapport à celui des générations précédentes.

S262: Podcasting: A Technological Wonder for Proficiency*Intervenantes: Michele Cassavante, The Blake School, & Mary Ellen Kasak-Saxler, Stillwater Area High School*

Meaningful integration of technology in the classroom means putting language proficiency objectives first. Teachers will present an approach to creating and structuring podcasts. This project increases student motivation and integrates all four communicative skills.

S263: Enhancing Literature Classes through the Use of Multimedia Technologies*Intervenante: Jane Romer, Elon University*

Digital storytelling technology (Photostory and iMovie) and even PowerPoint enhance student learning while bringing interest and a wealth of images to class discussions and lectures.

E265: Sur les pas de Molière: 1646/1658... la période à découvrir!*Intervenant: Jean-François Pouget, Office du Tourisme français (Exhibitor Session)*

En mal de succès dans la capitale, Molière partit tenter sa chance dans le Midi en 1645. 1646-1658: c'est cette période mal connue d'avant la cour de Louis XIV qui vous sera contée... En fin d'atelier,

retrouvez des idées de séjours scolaires en France sur les pas de Molière.

S266: Listening-to-Write: Using Music in a Post-Process Writing Era*Intervenantes: Linda Harlow, Ohio State University, & Judy Muyskens, Appalachian College Association*

The presenters will explore the integration of skills (listening-to-write), using songs to enrich the writing process. They will delineate guidelines for the use of music, provide examples, and discuss the potential techniques for post-process writing.

E267: L'Enseignement/apprentissage du FLE à travers les méthodes Hachette*Intervenante: Christine Buttin, Hachette (Exhibitor Session)*

L'enseignement/apprentissage du français évolue au rythme du développement des techniques pédagogiques et de la mise en place du Cadre Européen Commun de Référence. La maison d'édition Hachette Livre International propose un ensemble de matériel pédagogique permettant de répondre à ces évolutions.

E269: Images symboliques de la France*Intervenant: Vladi Sini, CMEF (Exhibitor Session)*

Les représentations culturelles et symboliques de la France et des Français. Cette activité permet de développer des compétences variées. Avec des supports imagés et un sujet motivant: l'interculturel et des représentations que l'on se fait d'un pays, nous pourrions libérer l'expression et susciter l'intérêt à mieux connaître la France et les Français.

Sessions: vendredi 18 juillet**S310: Un Programme de correspondance internationale***Intervenantes: Madeline Turan, State University of New York at Stony Brook, & Sarah Jourdain, Stony Brook University*

Pourquoi est-il important d'établir un programme de correspondance internationale pour les élèves? Comment peut-on le commencer d'une manière efficace? À quels problèmes peut-on s'attendre et comment peut-on les résoudre?

S312: La Marche de l'Empereur: d'Ajaccio aux Invalides et vers la France moderne*Intervenantes: Anna Amelung, Saint Louis University, & Anne Gray-Le Coz, Villa Duchesne High School*

Faites revivre l'époque napoléonienne, et suivez l'Empereur dans sa marche triomphale. Les intervenantes présenteront la fulgurante carrière de Napoléon I^{er}, ses projets de modernisation de la France aussi bien que ses lettres à Joséphine, et la vie quotidienne à l'époque.

E313: French Immersion as an Ecosystemic Tool of Intervention with Students with Emotional and Behaviour Difficulties

Intervenant: Frédéric Fovet, Collège Northside (Exhibitor Session)

The presenter will stress the resources which French immersion techniques may offer in order to reach disaffected students, to target maladjustment and deconstruct some of the power dynamics which normally occur between teacher and students.

S316: Chansons francophones: comment enseigner la culture en s'amusant

Intervenante: Dolliann M. Hurtig, LA Tech

L'intervenante montrera comment exploiter les chansons dans les cours intermédiaires au niveau universitaire. On va montrer comment les étudiants peuvent apprécier la culture à travers la chanson.

S317: What French Teachers Believe About Developing Language Proficiency

Intervenante: Linda Quinn Allen, Iowa State University

The presenter will describe a study in which teachers wrote journals about their own proficiency while participating in a summer institute in Lyon. Attendees will be encouraged to think about their own beliefs about proficiency and how their beliefs impact their instructional practices.

S319: Teaching in English, Learning French

Intervenantes: Susan Colville-Hall & Maria Adamowicz-Hariasz, University of Akron

The presenters will describe assessment of linguistic abilities and of cultural knowledge and attitudes of a group of American student-teachers teaching in France.

S320: Teaching French with E-texts

Intervenante: Katharine MacCornack, Kent Place School

The presenter will discuss the benefits and challenges of teaching with electronic texts for both language and literature classes.

S321: Magritte, Belgium, and Ordinary Surrealism

Intervenante: Clara Orban, DePaul Univ.

Magritte assumed the guise of the bourgeois everyman to critique society and propose a new form of expression. The presenter will provide an overview of Magritte's works, explore their Belgian origins, and discuss ways to incorporate his paintings into the classroom.

C322: Commission on Professional Teacher Standards

Intervenante: Susan Colville-Hall, University of Akron

Assessing the AATF's status with Professional Teacher Standards: Where do we stand with National Board Certification?

How can we use the membership's expertise to promote greater attainment of professional teacher standards?

S324: Interactive Technology and TPRS with Medieval Culture and Poetry

Intervenante: Catherine Meissner, Mount Vernon High School

A thematic unit using TPRS and the educational response system "Qwizdom" to teach the history, literature, and culture of medieval France and the usage of the *passé composé* and *imparfait* through Marie de France's *lai* "Le Frêne." A demonstration of "Qwizdom," Web-based activities, and a complete lesson plan with activities will be included.

S326: Émile Verhaeren's Reading of Rembrandt

Intervenant: Albert Alhadeff, University of Colorado at Boulder

Where Rembrandt's image was often denigrated in the 19th century, Verhaeren rehabilitates the master by viewing his capricious behavior as a liberating act, one echoed by the eccentric behavior of his *confrères*.

S327: Littérature en Wallonie

Intervenante: Dominique Linchet, Birmingham-Southern College

La Wallonie est le lieu de rencontre de plusieurs parlers romans. Une native des Ardennes belges fera l'exposé de la richesse culturelle de la région. Elle discutera de sa diversité linguistique, de sa littérature et de ses traditions. Elle parlera enfin des défis auxquels la Wallonie doit faire face aujourd'hui pour préserver son riche héritage.

S328: Un Chevalier du subjonctif: Érik Orsenna

Intervenante: Françoise Watts, Randolph College

Orsenna donne vie à la langue française au travers de ses mots qui naissent, meurent en passant par des situations d'inconfort où ils sont souvent maltraités et rejetés. Dans cette nouvelle *Carte du Tendre*, les chevaliers du subjonctif font bravement face aux exigences de l'impératif ou au prosaïsme de l'indicatif.

S329: Using Technology in the French Classroom

Intervenante: Cynthia Marker, Saint Ignatius College Prep

The presenter will offer advice and weigh theoretical concerns regarding using technology at all levels of French studies. She will discuss ways to use technology to meet students' diverse needs and retain the substantive rigor necessary for advanced studies.

S330: Model French Assessments

Intervenantes: Rita Oleksak & Adina Alexandru, Glastonbury Schools

In an effort to make connections to NCLB and allow students to show their productive language abilities, Glastonbury Public Schools developed model assessments in French. This endeavor was funded by a Title VI grant. Participants will look at the framing, results, and ramifications of model assessments along with their rubrics.

S331: From Interpretive Activities to Presentational Tasks

Intervenants: Heather McCoy, Penn State University—University Park, Daphne McConnell, Benedictine College (KS), & Kenric Tsethlikai, Stanford Univ.

The presenters will discuss a variety of writing activities for the intermediate classroom. The focus will be on input and its use in writing production. They will present sample activities using film and written material and will discuss best practices for their implementation.

S333: Comment captiver et motiver les élèves dans la classe de littérature AP

Intervenante: Jane Kairet, Cincinnati Country Day School

L'intervenante proposera d'actualiser le texte poétique en établissant un lien direct entre leur vécu et le sujet du poème. Elle suggérera différents moyens d'éveiller la sensibilité des étudiants.

S334: Nicolas Sarkozy, un an après.....

Intervenantes: Amale Bourhim, iVisit-it, & Joyce Beckwith, Wilmington HS

«Ensemble tout devient possible», tel était le slogan de Nicolas Sarkozy lors de la campagne présidentielle. Un an après, qu'en est-il? Comment surmonte-t-il ses épreuves personnelles? Que pensent les Français de l'omniprésence de l'hyper-président?

S335: Are you Certifiable?

Intervenante: Deanna Scheffer, Episcopal High School

Explore your own teaching practice in light of the National Board for Professional Teaching Standards certification process to see if you are. Explore the assessment, rubrics, scoring guide, and your teaching practice.

C336: Strategies for Scoring Big

Intervenante: Janel Lafond-Paquin, Rogers High School

Need a quick, educational 10-minute activity for your classes? Come to this session and help develop activities that can be used as openers, closers, or any timers!

S337: Un Site culturel à tous les niveaux

Intervenantes: Margot Steinhart & Janine Spencer, Northwestern University, & Judith Frommer, Harvard University

Comment créer des activités didactiques, des cours, et des ateliers à partir d'un site Internet qui donne libre accès à une abondance de vidéos, images et documents culturels inédits? Les intervenantes montreront des modèles d'exploitation pédagogique adaptés à des niveaux d'apprentissage allant du secondaire à la formation continue.

S338: How to Teach Literature in a Communicative Way

Intervenante: Anne Jensen, Gunn HS

The study of literature can be a wonderful way for students not only to read for understanding but also to communicate using the ideas presented by the author.

S339: Raconte-moi une histoire

Intervenante: Alice Cataldi, U. of Delaware

Des contes et légendes de la Belgique servent à encadrer le programme d'études. En «durant la pillule» l'enseignant met à la portée des élèves des concepts considérés difficiles à saisir et à les engager dans le processus de l'acquisition de compétences linguistiques et culturelles.

S341: Deux voix nouvelles dans la bande dessinée française

Intervenant: Gregg Siewert, Truman State University

L'intervenant examinera quelques planches des deux illustreurs-écrivains Carabel et Larcenet. Ils ont le mérite de raconter une histoire croquante sur une seule page avec un vocabulaire de et un cible sur le XXI^e siècle.

S342: Le Grand Concours 2009

Intervenante: Genevieve Delfosse, Thomas Jefferson HS for Science & Technology, & Lisa Narug, Directrice

La directrice du Concours et la présidente du Comité de développement pour le secondaire organiseront une session d'informations sur le Concours, suivie d'un forum durant lequel le public aura la possibilité de poser des questions et de formuler des suggestions.

S343: What's with Wacky Word Order in Questions?

Intervenante: Elizabeth Zwanziger, University of Northern Iowa

Students generally desire speaking skills whereas textbooks tend to target writing. Ultimately, an understanding of the natural variation between written and oral forms is most advantageous. New findings demonstrate factors at work in question word order choice with teaching implications.

S344: A Brief Look at Belgian French through Various Humorous References

Intervenant: Jean-Pierre Berwald, University of Massachusetts-Amherst

Standard French is spoken in Belgium and France often making it difficult to distinguish speakers from the two areas—yet there are important influences accounting for the variations in this language. The presenter will demonstrate some of the more distinctive aspects of Belgian French.

S345: Un Conte européen source de la «Légende du Graal»

Intervenante: Isolde Crahay, Univ. de Paris

Souvestre publia en 1845 dans *Le Foyer breton*, le conte «Péronnik l'idiot», qu'il estimait apparenté au «Conte du Graal». Une comparaison serrée avec le poème anglais Sir Percyvelle of Galles et autres textes parallèles établit que le «Conte du Graal», comme «Péronnik l'idiot», dérive du conte «l'Eau de la vie».

S346: Guadeloupe: A Fulbright Summer Grant

Intervenante: Sandra Reynolds, Raritan Valley Community College

Many organizations offer trips to the Caribbean to study culture and language, but few know how to obtain them. The presenter will illustrate the process of applying for a grant and how to incorporate the information in the classroom.

S347: Maryse Condé's Victoire, Tracing Roots through Three Generations

Intervenante: Debra Popkin, Baruch College CUNY

The presenter will focus on family relationships, color, class, friendship, and love in Condé's *Victoire*, memoirs of the grandmother she never knew. How can this *récit* inspire students to explore Condé's roots, delve into their own roots, and write memoirs from a grandparent's perspective?

S348: Mai '68: quarante ans après

Intervenante: Sister Mary Helen Kashuba, Chestnut Hill College

"Mai '68" was a critical milestone for France. Forty years later it still influences French education, politics, and society. The presenter will include personal memoirs, research, and an Integrated Performance Assessment model for incorporating "mai '68" into the curriculum.

S349: French Bérêts to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues Working Together

Intervenante: Suzanne Hendrickson, UMSL

Are you feeling alone? Running out of ideas? Do you want to share your expertise with a colleague? The AATF *Tête-à-Tête* mentoring program is for you!

S350: The Houses of New Orleans

Intervenante: Lena Lucietto, Isidore Newman School

Because of its unique residential architecture, New Orleans has been called America's greatest "outdoor museum." The distinctive personalities of the various types of houses reflect the historical period in which they were built. Participants will gain an appreciation of the New Orleans streetscape and receive handouts.

S351: Bruges-la-Morte: un roman décadent novateur

Intervenante: Juliette Parnell, University of Nebraska at Omaha

Bruges-la-Morte par l'écrivain belge, Georges Rodenbach, est un texte étonnant. Inspiré par Mallarmé et Huysmans, Rodenbach écrit un roman décadent. Cependant, il ajoute un élément innovateur en incorporant à son texte des photos de Bruges, qui y joueront un rôle crucial à l'économie du roman.

S353: Portrayals of the Québécois Abroad

Intervenant: Steven Daniell, Auburn University at Montgomery

The presenter will examine the portrayal of the *Québécois* abroad in a variety of texts since the 1950s. A picture emerges showing how the *Québécois* view themselves, especially in light of the *Révolution tranquille* and two sovereignty referenda.

S354: L'Insécurité linguistique

Intervenante: Margaret Marshall, Southeastern Louisiana University

La norme linguistique est étroitement liée à la notion d'insécurité linguistique en pays plurilingues. Dans des endroits tels que la Belgique, la Réunion et la Martinique, l'intervenante examinera les manifestations d'insécurité linguistique par rapport à la norme et aux sentiments qui forgent l'identité des locuteurs.

S355: Comment donner goût à l'écriture aux étudiants

Intervenante: Christiane Rey, Northwestern University

L'intervenante discutera une série de sujets de rédaction interactifs avec composante culturelle. Organisés autour d'une thématique de communication, ces sujets permettent une révision de certains points de grammaire essentiels.

S356: Une ville au cœur de l'Europe

Intervenante: Laurie Ramsey, The University of the South

L'intervenante présentera les points forts culturels de Strasbourg, devenue capitale de l'Europe. Les participants apprendront pourquoi Strasbourg est une ville parfaite pour les étudiants de français et partiront avec un dossier détaillé pour animer un séjour.

S357: A Cultural Exploration Based on Pariscope, Monum, and the Film Paris Je t'aime*Intervenante: Annalisa Mosca, U. of Miami*

L'intervenante proposera une gamme d'activités pour une exploration culturelle. Les activités sont basées sur les visites conférences annoncées dans *Parisclope* et «Monum» et seront associées au film *Paris Je t'aime*.

S358: Undergraduate Students' Perceptions and Experiences in Choosing and Studying French.*Intervenante: Elvira Sanatullova-Allison, SUNY College at Potsdam*

The presenter will provide an overview of a study which explored perceptions and experiences of undergraduate students. She will share findings and recommendations and further research as well as implications for attracting and retaining students at the K-12 level and in undergraduate courses beyond those required.

S360: Teaching French On-line*Intervenantes: Elfie Manning & Nathalie Odom, College of Southern Nevada*

Les intervenantes mettront en valeur les étapes de planification d'une classe en ligne. Elles viseront à dévoiler comment bien gérer et organiser une salle de classe virtuelle et fourniront des exemples de stratégies de communication.

S361: Teaching Listening Comprehension, Speaking, Vocabulary, Grammar, and Culture with Feature Films*Intervenant: Pierre Capretz, Yale Language Development Studio*

A discussion of ways to teach all aspects of language using the authentic corpus provided by a feature film.

S362: Using Multimedia to Teach *Phantom of the Opera**Intervenant: Paul Weil, Stevenson HS*

The presenter will show how the use of multimedia can help guide reading literature. Examples will be provided for *Phantom of the Opera* and *Notre-Dame de Paris*.

S363: Best Practices to Help All Students Succeed*Intervenantes: Margaret Haggstrom, Loyola College, & Judith Frommer, Harvard University*

Many instructors face the challenge of teaching students with diverse learning abilities. The presenters will suggest instructional techniques that will benefit not only students with learning disabilities, but all students. They will give concrete examples of how to make foreign language instruction more inclusive.

S364: Colette: sa vie et son dialogue de bêtes*Intervenante: Carolyn McConnell, Retired French teacher*

L'intervenante présentera la vie de Colette. La première partie aura un thème biographique avec des photos durant sa vie extraordinaire. Dans la deuxième partie sera lu une partie du texte, «Dialogue de bêtes», une conversation entre Toby-chien et Kiki La Doucette.

S365: La Campagne de Ségolène Royal*Intervenante: Samia Spencer, Auburn Univ.*

Jamais une campagne présidentielle française n'aura suscité autant d'intérêt. L'intervenante analysera les raisons de cet intérêt, ainsi que les succès, obstacles et maladresses ayant contribué à l'échec. L'avenir politique de Mme Royal sera envisagé à la lueur des résultats des municipales de 2008.

S366: Exploiting the History of French in the Basic Language Classroom*Intervenant: Charles Pooser, IU Southeast*

An understanding of French language history can enhance instruction. The presenter will describe a series of interactive activities that encapsulate elements of language history into basic instruction. The discussion will address benefits to language acquisition and to a deeper appreciation of the dynamicity of language.

S367: Teaching Grammar and Culture Through Art*Intervenantes: Molly Krueger Enz, South Dakota State University, & Andrea Magermans, Grinnell College*

The presenters will show how to help students access the richness of the French language and the Francophone world through art. They will show paintings, demonstrate grammatical and cultural activities, and provide sample lesson plans.

S368: La Belgique politique et linguistique*Intervenant: Peter Machonis, Florida International University*

L'intervenant retracera l'origine du conflit linguistique actuel entre Flamands et Wallons. Nous verrons comment ce conflit se manifeste dans le français de Belgique à travers des mots insidieux, des expressions hybrides ou bilingues, et des orthographes phonétiques ni flamandes ni françaises.

S370: La Voix des femmes algériennes*Intervenantes: Hanifa Yahiaoui, Edmonds Community College, & Michelle Beauclair, Seattle Pacific University*

Hommages aux femmes qui ont marqué l'histoire de l'Algérie, celles qui ont œuvré dans le silence, celles qui écrivent, chantent, peignent, critiquent et celles qui ont périés sous les mains cruelles d'une

violence aveugle. De Kahina et Hassiba Ben Bouali à Nabila Djahnine, leur parole est un cri, leur combat infaillible.

S371: Incorporating Variation in the French Classroom*Intervenante: Cynthia Fox, University at Albany, SUNY*

Clips readily available on the Internet will be used illustrate varieties of French spoken in France, Belgium, Canada, the U.S., and Africa. Sample listening activities that focus students' attention on salient features and lead to the eventual comprehension of a range of native speaker variation will be provided.

S372: Recycling as an Organizing Principle for the French Civilization Course*Intervenantes: Kathy Wixon & Darcy Trumpler, Muhlenberg College*

The amount of material to cover in a civilization course can be daunting, and American students come with very little background knowledge. The presenters will focus on recycling course content from different learning methodologies.

S373: The Use of Francophone Cultures as a Support for Grammar & Vocabulary*Intervenante: Frédérique Grim, Colorado State University*

Despite the increasing focus on culture, teachers are still faced with the necessity of teaching other aspects of the language. The presenter will offer a concrete methodology through content-enriched instruction, to teach grammatical and lexical forms through the presentation of several Francophone regions.

S374: Pour un regard en terme de genre du marché de l'emploi*Intervenante: Annie Cornet, Univ. de Liège*

Cet exposé visera à positionner la place des femmes et des hommes sur le marché du travail en Belgique. Il s'agira à partir d'une présentation de la situation de s'interroger sur les inégalités qui subsistent, sur le poids des stéréotypes sexués, sur la persistance de phénomènes de ségrégation horizontale et verticale.

S375: Adapting and Differentiating Classic Fairy Tales for the Classroom*Intervenante: Mary Theresa Leptak, Eastchester Union Free School District*

With some creativity, Perrault classics, many already familiar to young children, may be adapted to all levels. Explore differentiated activities to help students of all levels rediscover these stories in French.

C376: Current Trends in French for Business and Economic Purposes

Intervenants: Eileen Angelini, Canisius College, & William Thompson, University of Memphis

The presenters will address what the Commission on French for Business and Economic Purpose has achieved as well as future goals. They will discuss the new Web site, recent textbooks and pedagogical aids, and the impact of the Common European Framework.

S377: Le Théâtre en classe: un moyen pour faire des échanges

Intervenante: Samantha Godden-Chmielowicz, Carl Schurz High School

The presenter will share her experiences in a playwriting-project between her students and students at their sister school. Participants will learn a variety of theatre activities as well as how to develop this activity as part of an exchange..

S378: Assessing Learning Outcomes in Research-Based Oral Presentations

Intervenante: Stephanie Schechner, Widener University

The presenter will guide participants through the creation of meaningful oral presentation assignments for students in literature and culture courses. We will discuss setting realistic expectations, teaching research skills, explaining plagiarism in the context of oral presentations, and assessment.

C379: Student Standards, New Lesson Plans, and You!

Intervenante: Rebecca Fox, George Mason University

Highlighted at this year's meeting will be the editors and authors of a brand new manual that contains innovative lesson plans.

**Sessions: samedi 19 juillet
matin****S400: Images de l'Afrique à travers les manuels scolaires du début du XX^e siècle.**

Intervenante: Barbara Rusterholz, University of Wisconsin-La Crosse

Une étude des manuels utilisés en Afrique à l'époque coloniale démentant le cliché que les enfants dans les colonies recitaient tous «Nos ancêtres les Gaulois...», révèle des livres faits pour inculquer aux jeunes Africains un sens profond du gouffre qui séparait leur culture de celle de la France.

S401: Lyon et son rôle de patrimoine historique, culturel et architectural

Intervenante: Maureen Madden, Grayslake Central High School

Situé au carrefour de l'Europe, capitale de la gastronomie française, de la soierie

du XIX^e siècle, et de la Résistance du XX^e siècle, Lyon est devenu une vraie perle de ville. L'intervenante vous invite à connaître cette ville magnifique dont l'ambition est de devenir capitale européenne de la culture.

S402: Designing Thematic Units from Authentic Documents

Intervenante: Sheila MacRae, Princeton HS

The presenter will demonstrate the design of a thematic unit with authentic sources. This linguistically and contextually rich model can be generalized. Attendees will participate in performance-based assessment tasks in the three modes.

S403: Les Femmes dans La Légende de la mort d'Anatole Le Braz

Intervenante: Mary Jane Cowles, Kenyon College

Écrivain breton, Le Braz est connu comme auteur de *La Légende de la mort*, recueil de récits et de pratiques bretons relatifs à la mort. Dans une Europe des régions, l'intervenante fera mieux connaître Le Braz, dont l'œuvre bénéficie actuellement d'un renouveau d'intérêt.

S404: De Paris à Bruxelles

Intervenante: Candice Nicolas, Earlham College

La rencontre de Rimbaud et de Verlaine revêt un caractère bien plus important au niveau artistique qu'au niveau sentimental. Elle marquera à jamais la scène littéraire française de Paris à Bruxelles, où leur histoire s'achève dans l'ivresse et la violence.

S405: Connecting with the Environment: The Greening of French

Intervenant: Fred Toner, Ohio University

The presenter will describe an intermediate French course developed as part of a cross-disciplinary effort to raise awareness of environmental issues. He will focus on how students of French connect with these issues and with students from across campus while developing linguistic skills and cultural knowledge.

S406: Le Mythe de l'androgynie dans Le Bonheur dans le crime et La Dormition des amants de Jacqueline Harpman

Intervenante: Sylvie Vanbaelen, Butler Univ.

Ces deux œuvres de l'écrivaine et psychanalyste belge Harpman peuvent se lire comme des réactualisations du mythe de l'androgynie. Leurs narrateurs, confrontés à l'incapacité du langage à exprimer cette perfection, essaient par leur récit de se guérir de leur propre manque.

S407: Simple, Creative Activities to Enrich Students' Appreciation of Art and Architecture of France

Intervenante: Kerry Tomb, Retired AATF member

The presenter will share effective activi-

ties that encourage students to appreciate the beauty of Paris and France. All students will enjoy these lessons to heighten their awareness of the architecture of Paris and its surroundings.

S408: Connect Your Students to the Francophone World with Facebook and MySpace

Intervenant: Casey Black, Northern State University

Use Facebook, MySpace, and Skyrock to connect with native speakers and other learners of French. The presenter will outline how to use these free and powerful tools to develop virtual exchanges.

S409: In the Shadow of Waterloo: Napoleon in the Classroom

Intervenant: James Gilroy, Univ. of Denver

The career of Napoleon makes an interesting theme for a literature course in French. Several writers of the 19th century celebrated the achievements and bemoaned the failings of this national hero.

S412: Les Films des frères Dardenne

Intervenante: Michèle Bissière, University of North Carolina at Charlotte

L'intervenante examinera les thèmes et la technique de quatre films de fiction des Dardenne. Ces films sobres et déconcertants, en rupture avec les conventions cinématographiques dominantes, mettent en scène des exclus et sont ancrés dans la réalité liégeoise.

S413: Music in the French Classroom

Intervenante: Kathleen Rhodes, East Chapel Hill High School

Music in the classroom creates excitement and is a valuable learning opportunity for students. The presenter will demonstrate some of the many ways music can enhance the learning experience.

S414: Tableaux qui parlent

Intervenantes: Gale Munson, Shenendehowa HS East, & Danielle Steinmann, Sterling and Francine Clark Art Institute

Learn about a partnership between a high school teacher and art museum educator in the U.S. and their counterparts in Montpellier which resulted in language lessons based on art. A description of their project, lesson plan development methodology, and student work will be presented

S415: Des partenaires divers

Intervenante: Janet Starmer, Guilford College

The presenter will offer transitional activities for pairing or grouping students more creatively while they use communicative language, practice grammar, explore culture, or just have fun.

S416: Bridging the Gap from High School to College French

Intervenante: Dora E. Polachek, Binghamton University

The presenter will address how to make for a smooth transition from high school to college. By looking at what skills entering students will be expected to possess, we will discuss teaching strategies that work best in preparing students for college work.

S417: L'Utilisation des textes littéraires pour enseigner les objectifs fonctionnels et notionnels

Intervenante: Dulce Goldenberg, Miami Dade County Public Schools

Les enseignants peuvent sensibiliser les apprenants à la richesse de la langue en utilisant des textes littéraires. L'intervenante montrera qu'on peut utiliser des textes littéraires pour atteindre les objectifs fonctionnels et notionnels.

S418: La France ethnique

Intervenante: Amale Bourhim, iVisit-it

Explore the changing faces of France. With the infusion of many cultures—North African, Sub-Saharan African, Asian, West Indian, and Eastern European—is the hexagonal “melting pot” ready to boil over?

S419: Le Look de Segolène Royal

Intervenant: Serge Abrate, SIUC

Durant la campagne électorale, la tenue vestimentaire Ségolène Royal était systématiquement décrite en grand détail. Le symbolisme des couleurs était analysé et a conduit à des comparaisons avec Henri IV, la Madone et Jeanne d'Arc.

S422: Rousseau's Island Exile

Intervenante: Patti Marxsen, Independent Writer/Scholar

What do you do when your books have been banned, a warrant issued for your arrest, and the neighbors throw stones through your window? The presenter will offer a tour of Rousseau's exile on Switzerland's Île St. Pierre.

S423: Engendering Family Auto/biography: Vie de Jacqueline Pascal

Intervenant: Frank Mariner, Iowa State University

Gilberte Périer's biography of her sister uncovers the blurred line between biography and autobiography, which provides the opportunity to reassert personal priorities and redefine family relationships. Gilberte's writing reveals the role of gender in shaping perceptions and representations of lives.

S424: Le Génocide et la déstabilisation du quotidien dans L'Ombre d'Imana de Véronique Tadjo

Intervenante: Janice Spleth, West Virginia University

Tadjo observe les effets du génocide sur

le peuple rwandais. L'intervenante offrira une introduction au génocide avec documents, une introduction à une œuvre accessible et une lecture originale du volume dans un contexte historique.

S426: Rethinking Literature in a Transnational Context

Intervenante: Julie-Françoise Kruidenier, University of Pennsylvania

Can *Francophonie* be rethought as a concept independent of national, ethnic, and racial identity? An analysis of conferences, manifestoes, and literary works shows that we can find use in deterritorializing *Francophonie* and defining it as a cultural construct.

S427: Lecture authentique

Intervenante: Sylvia Hyde, Clay MS Carmel

La lecture d'un texte authentique sert à engager les apprenants dans la langue. On cherche des mots apparentés, pose des questions, trouve des exemples de la structure, ou se renseigne de l'actualité.

S428: The 21st-Century Anglo in France: Comparing Cultural Values

Intervenante: Helynn Hansen, Western State College of Colorado

The presenter will focus on recent books written in English that deal with the celebration of cultural differences that the hapless American or Brit encounters in his/her new life in France.

S429: Regards croisés sur François Cheng et Milan Kundera

Intervenante: Jin Lu, Purdue Univ. Calumet

Cette communication portera sur deux grands écrivains français d'origine non francophone: leur parcours littéraire, leur rapport avec la langue et la tradition littéraire françaises, leur stratégie d'intégration, l'univers littéraire qu'ils ont construit, l'accueil du public français et le rapport complexe avec leur culture d'origine.

S432: When the French Have Laughed

Intervenante: Joan West, Univ. of Idaho

The presenter will examine French cinematic comedy with an eye to what kind of humor made some films exportable and others not.

S433: Emphatic “ne” in Conversational Swiss French

Intervenante: Bonnie Fonseca-Greber, Bowling Green State University

Based on a corpus of conversation among friends and family, participants will discover that a new use of “ne” is emerging in Swiss French: emphatic “ne,” signaling speaker involvement. In light of the ongoing loss of “ne,” pedagogical implications of these findings will be addressed.

S434: Recording Software and Power Point to Promote Communication

Intervenante: Jeanette M. Hecker, Cincinnati Country Day School

The presenter will focus on activities that utilize the sound recorder Audacity and PowerPoint. These programs help reach students with diverse learning styles, promote communication, and encourage engagement with the language. Instructions for creating activities as well as grading rubrics will be shared.

S435: Making Mentoring Meaningful

Intervenante: Debbie Callihan, MacArthur High School

The transition period for new-to-the-profession teachers is critical. The presenter will address what elements need to be included to have a successful mentoring program.

S436: Le Sourire

Intervenante: Veronica Wroblewski, Schoolcraft College

«Le Sourire» is intended to bring art into the classroom through reference to the Mona Lisa and other works found in the Louvre. The presenter will offer suggestions to assist educators who incorporate art into language learning. Students can develop language skills, and educators can meet curricular goals and objectives while discovering art through technology and other resources.

S437: Helpful Ideas for Mentors and New Teachers

Intervenants: Mary-Jo Fassié & Pierre Fassié, Roanoke City Public Schools

The presenters will address responsibilities beyond teaching: school orientation, communications, classroom management, student activities, trips abroad, record-keeping, and fund raising. The presenters will address the aspects of teaching to which teacher trainers, mentors, and colleagues need to initiate student teachers and new teachers.

S438: Pierre Rousseau à Liège: support des philosophes ou journaliste éclairé?

Intervenant: Justin Niati, Houghton College

Journaliste éclairé, Rousseau fut accusé par les uns de support des philosophes, par d'autres d'opportuniste. L'intervenant envisage d'analyser les idées que soutenaient les philosophes et le journaliste.

S439: Tintin “au cœur” de la culture francophone?

Intervenante: Wendy Yoder, U. of Louisville

Le «reporter intrépide» d'Hergé est à la base d'un regard approfondi jeté sur la culture francophone.

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 as well as on-line payment. Please allow 2-3 weeks for delivery. The first price listed is the member price; the nonmember price is listed in parentheses.

PROMOTION OF FRENCH (MEDIA)

Teaching Business French: Textbooks, Reference Tools, and Pedagogical Aids: produced by Will Thompson, AATF Commission on Business for Economic Purposes. \$12.50 (\$15)

Forward with FLES* 11-min. video promotes 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 one DVD for \$45 (\$55).

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)

- **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

AATF Glass Dishes: rectangular candy dishes (4x2") with AATF logo on cover. \$12 each (\$15)

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 (6 for \$5/10 for \$8)

Forward with French bumper stickers. 50 cents each/ 10 for \$4 (\$.65 each/10 for \$6)

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. \$8 each

TEACHING MEDIA

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. \$49.95

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 six music videos of Carole Fredericks, featuring Fredericks, Goldman, Jones. Accompanying manual. \$55 DVD/\$45 VHS

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

MEDALS AND AWARDS

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. Specify design. (1) 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 (85 cents each or 10 for \$8)

OTHER MATERIALS

NEW! Making Global Connections Using French Language and Culture, manual produced by the Commission on Student Standards (187 pp.) \$25 (\$40)

Cuisiner et apprendre le français, 34 classic French recipes with activities, exercises, and reading texts (178 pp.). \$25 (\$40)

La Vie des Mots, collection from the *French Review* with "Mots chassés" 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. (2006). 104-page *calendrier* highlights events and people from the Francophone world. List of Web sites, bibliography, index, glossary, and brief Teacher's Guide. \$12 (\$15)

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

NEW! Laissez les bons temps rouler! T-shirt, official T-shirt of the Baton Rouge convention, royal blue with white lettering. Specify size. \$13 for M, L, XL; \$14 for XXL.

NEW! Laissez les bons temps rouler! Portfolio bags, black with royal blue trim and white lettering, zippered with shoulder strap. \$12 (while supplies last).

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

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L, XL; \$14 for XXL

AATF FLES* COMMISSION REPORTS

New Trends in FLES*: Innovative Perspectives (2007) \$10 (\$12.50)

Variety is the Spice of FLES* (2005) \$9 (\$11.25)

Success Stories: Promoting FLES* Programs (2004) \$9 (\$11.25)

French FLES* Around the World (2000) \$9 (\$11.25)

The FLES* Image: A Picture is Worth a Thousand Words! (1998) \$9 (\$11.25)

Attracting French FLES* Students (1996) \$9 (\$11.25)

Other titles: Reaching All FLES* Students (1995) \$9 (\$11.25)

FLES* Methodology I (1994) \$9 (\$11.25)

Expanding FLES* Horizons (1993) \$9 (\$11.25)

Evaluating FLES* Programs (1992) \$9 (\$11.25)

Special offer: Any 5 FLES* Reports for \$40 (\$50). Complete set of 12 Reports for \$75.

To order, send check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. On-line ordering now available.

Prices valid through 6/30/08.

MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, Vol 81, No 1 (octobre 2007). Le corrigé se trouve à la page 17.

- I. Écrivez des phrases complètes au subjonctif avec les éléments donnés.
1. Je regrette que vous ne _____ (faire) pas de sport.
 2. Les policiers se plaignent qu'il y _____ (avoir) trop de beuveries le samedi soir.
 3. Ce coach exige que l'équipe _____ (s'entraîner) tous les jours.
 4. Les femmes s'indignent qu'on les _____ (prendre) souvent pour des Marie-couche-toi-là.
 5. Je crains qu'il ne _____ (s'agir) pas de politique étrangère.
- II. Reliez les phrases suivantes avec un pronom relatif.
1. La personne à _____ je parle est une prostituée.
 2. Cet homme _____ nous nous adressons est un homme public.
 3. Toi _____ fréquentes ce milieu, qui est cette «courtisane»?
 4. Ce politicien _____ tout le monde méprise est pourtant un honnête homme.
 5. Ces histoires _____ nous charment ne sont que des ragots.
 6. «Ce président n'a finalement rien fait». «À _____ vous attendiez-vous donc?»
 7. Ce livre _____ j'ai lu quelques passages m'a paru insipide.
 8. La formation de ce mot _____ je faisais allusion est erronée.
 9. Le placard d'_____ vous avez sorti ce torchon est en bois de sapin.
 10. Ce mot étranger est un mot _____ je ne saurais identifier.
- III. Remplissez les vides à l'aide d'un pronom démonstratif.
1. _____ dont tu parles est une sotte.
 2. Toutes _____ qui font le trottoir risquent de se faire arrêter.
 3. Une récompense sera donnée à _____ qui arrêtera l'incendiaire.
 4. Nous avons admiré _____ qui portaient une queue-de-pie.
 5. À _____ qui bat sa femme, je dis: «Honte à toi».
- IV. Utilisez le conditionnel pour rendre les phrases plus polies.
1. Tu dois aider ce va-nu-pieds.
 2. Il faut que tu ailles acheter un magnum de champagne.
 3. Il est bon que l'on ne bâcle pas son travail.
 4. Il vaut mieux qu'il n'accepte pas de dessous-de-table.
 5. Est-ce que tu sais ouvrir ce coffre?
- V. Complétez avec le substantif qui convient.
1. Ce tissu chiné _____ est excellent pour la confection d'un tailleur de femme.
 2. De magnifiques _____ participent au Tour de France
 3. Beaucoup de _____ arpentent le trottoir rue Saint-Denis à Paris.
 4. Cette femme est très méchante, c'est une véritable _____ .
 5. *La Traviata* était une _____ .
 6. Mettez un _____ sur votre table pour que le plat ne salisse pas la nappe.
 7. Il s'était engagé dans un _____ et il a dû faire demi-tour sur place.
 8. Je suis tombée car ce gamin m'a volontairement fait un _____ .
 9. Ce vendeur gagne beaucoup d'argent illégalement grâce à des _____ .
 10. L'élégant père de la mariée portait une _____ .
- VI. Donnez des équivalents aux mots/expressions soulignés.
1. Nous avons beaucoup aimé ce morceau de poulet près du croupion.
 2. Le frère jumeau de Louis XIV aurait passé 15 ans dans une horrible prison souterraine.
 3. Toujours dédaigneuse, à la moindre suggestion, elle fait la moue.
 4. Pour cette fête, il nous faut au moins un conteneur équivalent à six bouteilles.
 5. Quand j'ai vu ce rat près de notre table, mon cœur s'est soulevé.
 6. «Laisse tomber!» m'a-t-il dit d'un ton dégoûté.
 7. Sa voix a magnifiquement résonné dans cette abside romane en demi-coupole.
 8. Ce type qui se moque de tout a fini en prison.
 9. Nous avons donné un peu d'argent à cet infirme sans jambes.
 10. Cet homme politique est toujours partisan de la force militaire.

Colette Dio, Nancy, France

PROMOTION IN MOTION

WHO SAYS WE CAN'T DO IT?

Lance Armstrong, coming back from cancer, defied naysayers and skeptics. He went on to accomplish a seemingly impossible feat: seven straight *Tour de France* victories. His inspirational, motivational video, "Who Says We Can't Do It?" could easily be the slogan of a team of French teachers in northeastern Ohio who accomplished their own small miracle.

French enrollment at Wadsworth High School had dropped to an all-time low in the late 1990s with only three sections of French at this Division I school. However, in the last eight years, Wadsworth City Schools has experienced a rebirth of its French program. Enrollment at the high school has quadrupled and there are currently two full-time French teachers. Advanced-level French classes have grown from one combined level III / IV class to three level III classes and a full level IV class in the last six years. In fact, this year there are as many sections of French III as Spanish III and more students enrolled in French IV than in Spanish IV! French Club currently has more than 110 enthusiastic members.

The change began with a new middle school exploratory teacher, Kathy Lewton, who became the salesperson and cheerleader for the French program. Next came the addition of Melissa Eaton, a first-year teacher at the high school with a ready smile and a gentle way with students. These two enthusiastic, energetic Francophiles awakened the beginning students to the fun and importance of studying the French language and the far-reaching Francophone culture in our world. With their encouragement, students began saying "Pourquoi pas?" to continuing their study of French. There was continuous growth in the program.

Finally, after having taught Spanish for many years in the district, Gretchen Petrie was able to return to teaching advanced French, creating her own curriculum for the upper levels instead of relying on antiquated textbooks. Mme Petrie hooks her students with high-interest thematic units packed with the cultural and visual appeal that today's students get excited about.

Level III students love the adventures of *Astérix* the proud, feisty Gaul, and his side-kicks. They enjoy reading authentic comic strip excerpts and watching a video to support and enhance what they have studied. Her unit on *Les Misérables* uncovers Hugo's classic tale of love and redemption.

These three teachers have become a team, each with her strengths and specialties. All three have studied and/or worked in France so culture is a strong underlying basis of the French program at Wadsworth.

For example, Kathy presents a toilet flushing series to her middle school students, complete with sketches, photos, and anecdotes. Gretchen teaches students how to rent an apartment in France based on her actual experience helping her daughter set up housekeeping in Montpellier. The French Club makes an annual trip to a local cooking school to prepare a French meal. Here the hungry audience is standing room only! *La Saint Nicolas* is always well attended as the students look forward to Melissa's storytelling and anecdotes from her recent year in Nancy. Educational student trips to France are scheduled on alternate years and offer a variety of regions to visit. Some students have the good fortune to travel to France twice during their high school careers.

Gretchen and Kathy have written articles and editorials for the Ohio Foreign Language Association newsletter *The Cardinal* and the local newspaper advocating language study and highlighting both "The World Speaks French" and "Discover Languages" campaigns as well as student activities. Kathy is a frequent presenter at local, state, and regional conferences. Her interest is in brain-compatible teaching strategies in the world language classroom.

In the last two years the team has branched out by starting a tri-county French teacher support group. Besides offering an opportunity to practice language skills together, fellow members offer support and network with one another to connect to special events and resources that ultimately enhance student learning and enthusiasm for their French studies. What a way to re-energize while learning! They have viewed French films, eaten in French restaurants, prepared meals and picnics *à la française*, enjoyed special exhibits at art museums, and shared meals with teachers visiting from France.

All three teachers love young adults, love teaching, and love their language. They continue to advocate for French, for language study in general, and for what's best for students.

For more information contact Gretchen [gpetrie@wadsworth.k12.oh.us], Melissa [meaton@wadsworth.k12.oh.us], or Kathy [klewton@wadsworth.k12.oh.us].

Kathy Lewton
Wadsworth City Schools (OH)

THIRD AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that Robert Feeney, Principal of William Floyd High School, Mastic Beach, NY has been chosen as the 2008 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. A stay at Concordia Language Villages will be awarded to a student in his school. He was nominated by AATF member Jo Anne Orlando.

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THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE DEVOTED TO PEDAGOGY

This special issue will be devoted to all manner of articles on the teaching of French language, literature, and society and culture. We would particularly like to include articles on the teaching of beginning French at the middle, high school, and college and university levels. This volume will be published in May 2009 in honor of our annual meeting to be held in San Jose, CA in July 2009. Articles should be scholarly but not exceedingly specialized. We also want articles that fit into our rubric "In Your Corner: Focus on the Classroom." 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 on or before **August 1, 2008**. Articles should be submitted to Christopher Pinet, Modern Languages and Literature, Montana State University, Bozeman, MT 59717.



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



SALUT LES JEUNES



L'ARBRE GÉNÉALOGIQUE

Here is an activity for practicing family vocabulary that can be modified for any age from elementary students to high school. There is nothing particularly unique that you haven't done before in its basic goal, but there are a few ways to turn a vocabulary practice into a game. The activity is to fill in the names on the leaves of the family tree (*l'arbre généalogique*) according to descriptions provided.

1. For younger students, you might transfer the tree (see page 42) to large paper and tape it to the floor or the board. Read the clues to them and together they will fill in the tree.
2. For middle and high school students, divide into teams, giving each team a set of clues on individual index cards and they work together to complete the tree. To keep everyone in focus, I usually insist each member of the team fill in an individual tree, forcing all students to participate and help each other.
3. My favorite addition to this game came with the ingenious invention of post-its. (I've searched for its proper French term, but the responses from my French friends is always: «*Tu veux dire un post-it!*» If you have something more official, please let us know!) They come in different sizes and colors. For teams, use two colors. You can put just the names of the family members on them (giving the team the descriptions on paper) or include the descriptions on the post-it with the names. Stick them in visible places around the room and teams need to find the post-its in their color and attach them onto a master tree for their team. This makes it part comprehension, part treasure hunt, and everyone keeps moving!
4. Additional clues can be added, especially if you'd like every student in the class to have one clue to verify. High school students could add all sorts of family members, and don't forget *les animaux domestiques*.
5. For more advanced students, have each team create a tree for the other team to figure out, drawing their own *arbre généalogique* and writing up their own clues to challenge the other team. *Amusez-vous bien!*

SAMPLE CLUES:

1. Je m'appelle Michel. Ma fille s'appelle Marie et mon fils s'appelle Christian.
2. Je m'appelle Annick. Ma cousine s'appelle Louise.
3. Je m'appelle Christian. Ma femme est Sylvie.
4. Je m'appelle Marie. Mon mari s'appelle Jean-Paul.
5. Je m'appelle Sylvie. Mon beau-père est Michel.
6. Je m'appelle Micheline. J'ai trois petits-enfants.
7. Je m'appelle Jean-Paul. Ma belle-soeur s'appelle Sylvie.
8. Je m'appelle Roger. Ma tante s'appelle Sylvie.
9. Je m'appelle Louise. Je suis fille unique.

We invite FLES* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; fax: (650) 342-7623.

Elizabeth Miller
Crystal Springs Uplands School (CA)
[mmemiller@aol.com]

NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS & POSTERS

Flyers produced during the national PR campaign for French are now available. Professionally-designed, four-color flyers highlight why French is still the language to study. Copies of promotional postcards to be sent to local administrators will be sent free of charge with all orders.

- _____ 50 copies of The World Speaks French flyer @ \$25
_____ 100 copies of The World Speaks French flyer @ \$40
_____ 1 copy of The World Speaks French poster @ \$4 each _____ 5 copies for \$10
_____ 10 copies for \$20 _____ 25 copies for \$50 _____ 50 copies for \$75
_____ Check here if you would like 10 administrator postcards at no additional cost
_____ Check here if you would like 20 administrator postcards at no additional cost

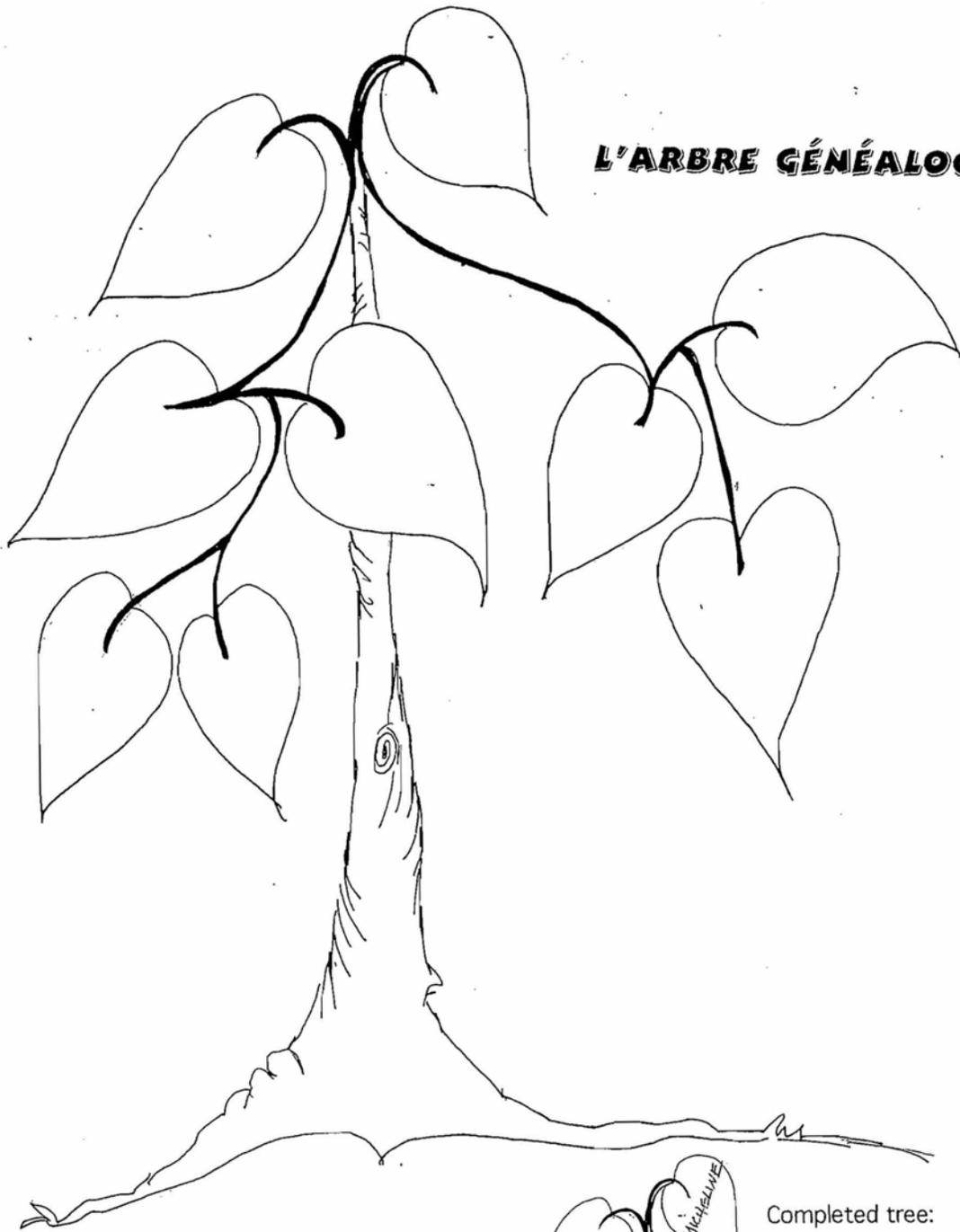
Name _____

Address _____

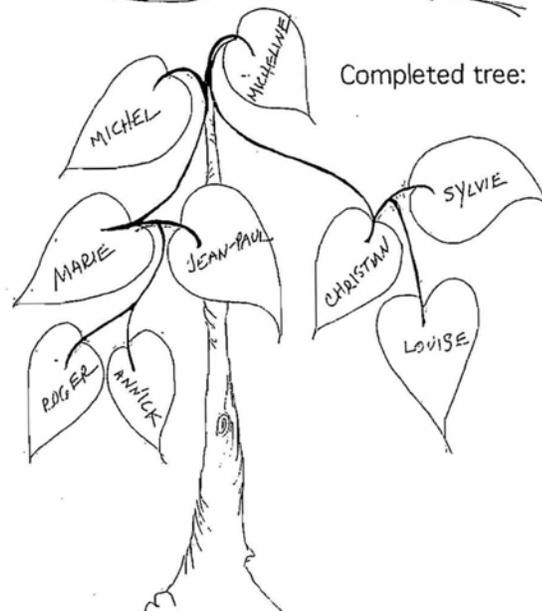
Tel: _____

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

L'ARBRE GÉNÉALOGIQUE



Completed tree:



“FRENCH FOR FUN:” AN IDEA TO PROMOTE THE STUDY OF FRENCH IN OUR TOWN

In our town children begin their study of a foreign language—at present French, Spanish or Latin—when they enter seventh grade. Believing that it is essential to expose children to another language earlier than middle school, for ten years now the Department of Foreign Languages has been proposing to our school committee a program for the elementary schools. On each occasion our proposal has been rejected with committee members citing financial restraints or, more recently, lack of sufficient time in the elementary schedule.

Four years ago when we noticed a decline in the number of registrations for French in the middle school, we decided to present a new idea, and so, French for Fun was born. Exactly what is it? It is a course designed for fifth and sixth graders and team-taught by a high school teacher and volunteer French students from fourth and fifth year levels. The course, which is open to all children in our town meets at one elementary school every Thursday for one hour from the beginning of November until the end of April. Emphasis is placed on the acquisition of every-day vocabulary allowing students to describe their environment, personalities, families, and activities. Using a game-oriented approach, the high school students teach children's songs which offer practice in intonation and pronunciation in a natural setting. The students use various games such as *loto*, the game of seven families, Pictionary, telephone, around the world, *boules*, and films which offer simple scenes and dialogues useful for asking, describing, and seeking information. Most of our materials are created by the high school interns.

This year marks the third time that we have offered our French for Fun class, and we are able to cite numerous benefits to both the children and their student teachers. The children are introduced to a second language at a younger age without tests, without grades, just for the fun of the experience. They have the chance each Thursday to play in French while forgetting that they are actually learning. The student teachers also reap multiple benefits. They develop activities centered around communication. They use French in a real situation outside the classroom, they gain confidence in French, and they have the opportunity to reflect on their teaching. In addition, the repercussions of the program on French enrollment in the middle school has been remarkable. In three years we have seen an increase of 33%.

At present, neither the high school students nor the teacher are remunerated, but the students receive community service

hours. The program has been well received by parents and much appreciated by the elementary students. We hope that our efforts will encourage our school committee to adopt a permanent model of our program within the elementary school day.

Patricia Jacquart
Chair, Dept. of Foreign Languages
Situuate, MA
[p.jacquart@comcast.net]

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, 2008 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 2008, 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!

NATIONAL FRENCH WEEK GRANTS FOR 2008

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2008 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 applicant is located and evidence that the local chapter has been informed of the project; (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing team or committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including evidence of additional means of support which may include but are not limited to support from the local AATF chapter, school or business support, plans to charge entrance fees, support from local French or Francophone agencies, or the *Alliance française*; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the local community.

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2008**. The original application materials should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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. [aatf@frenchteachers.org]

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

2008 "LANGUAGE MATTERS" AWARD WINNER ANNOUNCED

The AATF is pleased to announce that **XXXX** has been selected to receive the 2008 Intercultural Student Experiences (MN) "Language Matters" Award.

Previous recipients of this award are Mimi Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, and Donna Czarnecki in 2007.



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.'"

The winner will be recognized at the AATF Awards Banquet during the annual convention in Liege. For more information about ISE visit [www.isemn.net].

NEW! LAISSEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.



_____ T-shirts x \$13 ___ M ___ L ___ XL
 _____ T-shirts x \$14 ___ XXL
 _____ Bags x \$10 each
 _____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

FRENCH TV ON-LINE

La nouvelle chaine 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].

NEW! AATF POSTCARD SERIES

The AATF has just produced six series of postcards related to France and the French-speaking world. Each series is composed of 10 different images accompanied by a 12-page study guide to utilize the images in the classroom. Each set \$8 or all 6 sets for \$45 (members)/\$10 or \$55 (nonmembers).

- _____ **Châteaux** (Amboise, Azay-le-Rideau, Chambord, Chantilly, Chenonceau, Cheverny, Ussé, Valençay, Vaux-le-Vicomte, Villandry)
- _____ **Églises et cathédrales** (Amiens, Chartres, Lyon, Mont St. Michel, Notre-Dame de Paris, Reims, Rodez, St. Denis, St. Rémy, St. Sernin)
- _____ **Martinique** (Baie de Fort-de-France, Bibliothèque Schoelcher, Cathédrale, Diamant, Flore, Fort-de-France, Mont Pelée, St. Pierre)
- _____ **Paris** (Beaubourg, Défense, Hôtel de Ville, Louvre, Métro, Notre-Dame, Opéra Bastille, Opéra Garnier, Sacré Coeur, Tour Eiffel)
- _____ **Provence** (Aiges-Mortes, Arènes de Nîmes, Arles et les Arènes, Baux-de-Provence, Grasse, Marseille, Pont Van Gogh, St. Trophime, Théâtre antique d'Orange)
- _____ **Québec** (Cap des Rosiers, Château Frontenac, Chutes de la Chaudière, Chutes Montmorency, Montréal, Rocher Percé, St. Laurent, Ste. Anne de Beaupré, Ville de Québec)

_____ sets x \$8 = _____ or \$45 for all 6 sets (member prices) Total enclosed: _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____ E-mail: _____

NEW! ARMES DE PARIS MEDAL

We have finally been able to replace the bronze *Armes de Paris* medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45 (member); \$20 each; 3 for \$54 (nonmembers)



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

Name: _____

Address: _____

City, State, Zip _____

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



AATF COOKBOOK



178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on measurements. The cookbook is completed by a glossary and English versions of the recipes. \$25 per copy (\$40 nonmember).

Name: _____

Address: _____

City, State, Zip _____

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

AATF STANDARDS MANUAL: Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice through Intermediate Level Language Learners



Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmember).

Name: _____

Address: _____

City, State, Zip _____

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

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

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

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

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www-rohan.sdsu.edu/dept/ciber/frost.html].

AATF COMMISSION ON CULTURAL COMPETENCE

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

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

Prices are subject to change without notice.

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*

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 5-11, 2008**

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

CALENDAR OF EVENTS

INTERNATIONAL READING ASSOCIATION, May 4-8, 2008, Atlanta, GA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, P.O. 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; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS, August 24-29, 2008, Essen, Germany. Information: AILA 2008 Conference Office, Julian Sudhoff, Univerität, Duisburg-Essen, Campus Essen, FB Feisteswissenschaften, Anglistik, Universitätsstrasse 12, 45117 Essen, Germany; Telephone: (49) 203-183-2727; E-mail: [orga-aila-2008@uni.due.de]; Web: [www.aila2008.org].

IMMERSION EDUCATION: PATHWAYS TO BILINGUALISM & BEYOND, October 16-18, 2008, Crowne Plaza Riverfront, St. Paul, MN. Information: Web: [www.Carla.umn.edu/conferences/immersion2008/call.html] or e-mail: [immconf@umn.edu].

TEXAS FOREIGN LANGUAGE ASSOCIATION, October 16-19, 2008, Wyndham Greenspoint Hotel, Houston, TX. Information: [www.tfla.info].

AMERICAN TRANSLATORS ASSOCIATION (ATA), November 5-8, 2008, Orlando, FL. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

AFRICAN STUDIES ASSOCIATION (ASA), November 13-16, 2008, Chicago, IL. 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 (ACTFL), November 21-23, 2008, Orlando, FL. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2904; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NELL), November 21-

23, 2008, Orlando, FL. 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].

INTERNATIONAL READING ASSOCIATION (IRA), February 21-25, 2009, Phoenix, AZ. Information: IRA, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; E-mail: [pubinfo@reading.org]; Web: [www.reading.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 5-7, 2009, Atlanta, GA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770)992-1256; Fax: (770) 992-3664; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.net].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 19-21, 2009, Chicago, IL. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [CSCTFL@aol.com]; Web: www.csctfl.org].

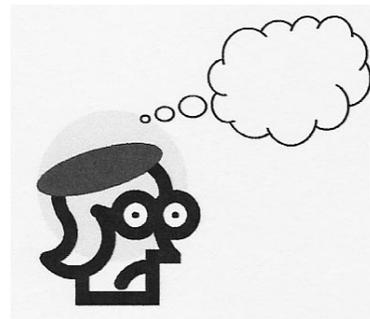
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), March 25-28, 2009, Denver, CO. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [info@tesol.org]; Web: [www.tesol.org].

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.

**PLAN NOW TO
CELEBRATE
NATIONAL FRENCH WEEK
NOVEMBER 5-11, 2008**

AATF Tête-à-Tête



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



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**Teacher-to-
teacher
Mentoring
Program**



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Carbondale, IL 62901

Periodicals
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Carbondale, IL
62901

REMINDER: IMPORTANT DEADLINES AND DATES

- June 15 Deadline for receipt of applications for 2008 National French Week Grants (see page 44)
- June 20 Deadline for preregistration for 2008 Liege convention (see pages 27-28)
- July 16-19 AATF Convention in Liege (see pages 1,14)
- Aug. 1 Deadline for submissions for the 2009 special issue on pedagogy of the *French Review* (see page 40)
Deadline for submission of articles for the September issue of the *National Bulletin*
- Sept. 1 Deadline for submission of articles for the November issue of the *National Bulletin*
- Oct. 17 Deadline for submissions for the 2008 AATF National French Week Poster and Essay Contests (see page 25)
- Nov. 5-11 National French Week 2008
- Dec. 1 Deadline for receipt of applications for the AATF Administrator of the Year Award (see September 2008 *National Bulletin*)
- Dec. 15 Deadline for submission of proposals for the 2009 AATF Convention in San Jose, California (see September 2008 *National Bulletin*)

CULTURE, CINEMA, AND COMMERCE IN CAMEROON

Open to all pre- and post-service educators in French, with an emphasis on K-12 teachers. **Deadline for applications extended.**

Concordia College proposes a Fulbright-Hays Group Project to Cameroon (funding approved) for the months of June-July 2008. Participants will acquire first-hand resource materials for curriculum development in French and African studies and a short-term intensive immersion experience in French. These materials will be disseminated to the larger public by way of a Web site at Concordia College and through presentations done by the participants. All in-country costs will be paid by the grant. We will have extensive contact with local populations and spend time in nine of the ten Cameroonian provinces. For further information, please contact Dr. Gay Rawson [rawson@cord.edu]. *Nous vous encourageons à nous joindre pour cette expérience qui s'annonce fascinante.*