



SAN JOSE CONVENTION HIGHLIGHTS

Mark July 2-5, 2009 on your calendars! The 82nd annual AATF convention will be held on those dates in San Jose, California. 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 local events.

Hotel Information

The convention will take place at the San Jose Doubletree Hotel. Room rates are \$119 plus tax for single or double rooms, \$139 for triple or \$159 for quad rooms. Registrations can be made on-line at [doubletree.hilton.com/en/dt/groups/personalized/JOSE-DT-AAT-20090629/index.jhtml] or directly from the AATF Web site at [www.frenchteachers.org]. The deadline for reserving a room will be **May 30, 2009**.

Travel to San Jose & Ground Transportation

San Jose is very accessible. San Jose Airport is served by all major airlines including Southwest Airlines. We encourage you to explore multiple travel options to ensure you get the best deal. Please note that Southwest Airlines [www.southwest.com] is now offering exceptional fares for cross-country travel and does not charge for up to two checked bags. Other airlines may also offer competitive fares. There is a free shuttle from the San Jose Airport to the hotel. Travel to San Francisco-Oakland Airport is also a possibility, but there would be an added cost of shuttle service to San Jose (approximately \$50 one-way).

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 28 for requirements and registration information. You may register using the Convention Registration Form on pages 29-30. (\$135 for one graduate hour)

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*. We hope shortly to have confirmation of a keynote speaker. In addition, we will have guest speakers from Quebec, France, Belgium, and Cuba.

There will be special sessions organized for the 2009 AATF Book Club (see page 9) organized by AATF member Homer Sutton, and pre-and post-convention cultural excursions. 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. The complete program is posted on-line and an abridged version appears on pages 23-27.

Convention Registration

Members may register using the form on pages 29-30 or on-line. The Early Bird registration is \$200, and the deadline is **May 1, 2009**. Regular Registration is \$250 from May 1 until May 30. After that, late registration applies. A full registration fee of \$300 covers registration, Welcome Luncheon, Awards Banquet, and a T-shirt.

Roommate List

We will again provide a roommate list for those wishing to find someone with whom to share a room. We provide the names and contact information for other members requesting the list, and individuals can contact others on the list directly. Please check the appropriate box on the convention registration form (pages 29-30).

Program Highlights

Film Showings

Entre les murs de Laurent Cantat

(Thursday, July 2, 9:00 p.m.)

Thanks to support from the French Embassy, we will be able to show this remarkable film which won the *Palme d'Or* at Cannes in 2008. Inspired by the semi-autobiographical novel of the same name by François Bégaudeau, a teacher in a Parisian *collège*, the film highlights the difficulties encountered by at-risk students.

Babine de Luc Picard (Friday, July 3, 7:00 p.m.)

This *Québécois* film is based on a fantastical story which takes place in a small village and received nine nominations at the 2008 Jutra Awards for *Québécois* cinema. We are able to show this film thanks to support from the *Ministère des Relations internationales du Québec*.

Dictée (Friday, July 3)

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

Other Activities

Welcome Luncheon

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

The Welcome Luncheon has become a popular feature of our convention. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. Menu: Caesar salad, Onion and Honey-Crusted Chicken Breast with Wild Mushroom hash, New York Style Cheesecake with strawberries; \$45 per person. (Spouses and guests welcome; preregistration required).

Exhibit Opening

(Thursday, July 2, 4:00-7:00 p.m.)

Our exhibit hall will open with a wine and cheese reception sponsored jointly by the AATF and the Cultural Service of the French Embassy. Celebrate the ending of the first day of the convention, and see what our ex-

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hibitors and sponsors have to offer. Check out the Exhibitor Page on the AATF Web site.

AATF Awards Banquet

(Saturday, July 4, 7:00-10:00 p.m.)

Join us as we honor the achievements of our members during 2009. Menu: Tomato and cheese Napoleon, Porcini chicken breast, Caramel chocolate mousse dome, wine; \$68 per person (Spouses and guests welcome; preregistration required).

Excursions

Pre-convention excursion to Monterey

(Wednesday, July 1, 7:30 a.m.-5:30 p.m.)

La Péninsule de Monterey est un endroit magnifique et magique, où la terre, l'océan et l'air dessinent des paysages exceptionnels. C'est aussi une charmante petite ville, avec son architecture de la période mexicaine, ses maisons victoriennes, son aquarium mondialement connu, son port, ses plages, ses petites rues typiques, ses magasins, ses parcs et son élégance décontractée. Cette visite pré-congrès comprend: accueil et présentation au *Monterey Institute of International Studies*, une école reconnue pour ses cours de langues et son curriculum original, déjeuner libre en ville, après-midi libre de promenades et d'explorations. Des informations seront données, pour les participants qui voudront aussi visiter la célèbre petite ville de Carmel-by-the-Sea, qui est à 15 minutes en taxi de Monterey. Les participants recevront des plans, brochures, informations sur le *Monterey Institute*, Monterey, Carmel et la péninsule.

Le *Monterey Institute* est au cœur de la ville de Monterey. Départ hôtel 8h00, arrivée sur Monterey 9h45 environ (au *Monterey Institute*), visite du *Monterey Institute* environ 1 heure, puis déjeuner et visite libres jusqu'à 17 heures (bus de retour devant le *Monterey Institute*) (\$40 per person; lunch not included; spouses and guests welcome; pre-registration required).

Post-convention excursion to San Francisco and Wine country

(Saturday-Sunday, July 5-6)

San Francisco à la française!

Nous vous proposons une excursion exceptionnelle de deux jours à la découverte de San Francisco et de la *Napa Valley*, encadrée par une guide conférencière de langue maternelle française. Dr. Jackie Grandchamps a conçu un voyage sur mesure pour les participants au congrès.

La première journée sera consacrée à la visite des lieux essentiels de San Francisco: *Alamo Square* et ses maisons victoriennes, les embarcadères en face d'Alcatraz, Lombard Street, Chinatown La visite se fera en car, au départ de San Jose (déjeuner "box lunch" prévu); votre guide vous

accueillera à bord et vous escortera tout au long de ces deux journées. Si votre conjoint(e) anglophone vous accompagne, il/elle ne sera pas perdu(e) grâce aux commentaires complémentaires en anglais proposés par votre guide bilingue.

En fin d'après-midi, l'autocar vous déposera dans votre hôtel 3-4 étoiles idéalement situé au cœur de San Francisco; votre guide vous emmènera ensuite dîner dans un restaurant au cœur de la ville.

Le deuxième jour, départ matinal pour la visite du célèbre pont du *Golden Gate*. Puis direction, la *Napa Valley* dont les vignobles perchés sur les collines ne sont pas sans évoquer la France. Déjeuner au milieu des vignobles puis visite d'un domaine viticole et dégustation de vins locaux.

Retour à San Jose en début de soirée. Heure de retour estimée: 18h-18h30. Inscription avant le 30 mai, le prix est de \$360 par personne. (Un supplément de \$50 pour les inscriptions après le 30 mai, si les places sont disponibles.)

Le logement est en chambre double. Pour logement en chambre individuelle, supplément de \$65. (Fee includes transportation, hotel, all meals including a box lunch from the hotel on Saturday, entrance fees, and the wine tasting. Spouses and guests welcome; preregistration required).

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

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

Entertain with student or guest performances or films.

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

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

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

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 4-10, 2009 & 2010

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AATF NATIONAL BULLETIN

April 2009

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

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

MESSAGE DE LA PRÉSIDENTE



Chères et chers Collègues,

L'année scolaire se poursuit et je suis toujours heureuse de recevoir de vos nouvelles. Je suis fort impressionnée non seulement par la quantité et mais aussi par la qualité des activités qui sont organisées par nos chapitres tout au long de l'année. Notre association continue à se distinguer par l'excellence de ses membres dont plusieurs reçoivent régulièrement des distinctions honorifiques. Quant à notre Conseil d'administration, il poursuit sa mission par son travail régulier afin de répondre à vos besoins et faire en sorte que l'AATF soit reconnue à tous les niveaux.

Congrès de San Jose (2-5 juillet)

Les préparatifs en vue de notre congrès à San Jose s'accroissent et le programme promet d'être passionnant. Nous serons honorés par la présence de plusieurs personnalités de France, du Québec, de Belgique et sans doute même de Suisse. Du côté français, nous avons reçu confirmation de la part de Monsieur Jean-Paul Rebaud, Chef de bureau à la sous-direction de la Coopération culturelle et artistique du ministère français des Affaires étrangères et européennes, et de Madame Catherine Pétilon, Attachée de Coopération Éducative à l'Ambassade de France aux États-Unis. Pour le Québec, nous accueillerons Monsieur Frédéric Tremblay, Conseiller aux Affaires éducatives à la Direction Amérique du Nord du ministère des Relations internationales, et Monsieur Michel Robitaille, Président-directeur général du Centre de la francophonie des Amériques et membre honoraire de l'AATF. La Belgique sera représentée par Monsieur Alain Braun de l'Université de Mons, ancien président de la FIPF et membre du Conseil supérieur de la Langue française de la Communauté française de Belgique, lui aussi membre honoraire de l'AATF. Je voudrais également mentionner la participation d'autres

intervenants de marque qui sont liés à notre association: Monsieur Jean-Pierre Cuq, de l'Université de Nice, qui est président de la Fédération internationale des professeurs de français (FIPF) dont fait partie l'AATF, ainsi que Madame Marilyn Lambert-Drache, de l'Université de York (Ontario), présidente de la Commission Amérique du Nord (CAN) de la FIPF, dont je suis vice-présidente en tant que représentante de l'AATF. Je voudrais encore citer Monsieur Manfred Overmann, professeur à l'Université des Sciences de l'Éducation de Ludwigsburg (Allemagne); il présentera son incomparable «Site portail du professeur de FLE» qui propose une mine de ressources et d'activités à contenu culturel sur la France et le Québec.

Nous prévoyons de projeter deux films dignes d'intérêt. Le premier sera *Entre les murs* de Laurent Cantet, qui a obtenu la Palme d'or au Festival international du film à Cannes en 2008; il s'inspire d'un roman semi-autobiographique du même titre écrit par François Bégaudeau, professeur de lettres dans un collège parisien du XIX^e arrondissement. Ce film, qui transpose à l'écran les difficultés rencontrées par les élèves de milieu défavorisé et leurs enseignants, est directement lié au thème de notre congrès. L'autre film, *Babine* de Luc Picard, nous vient du Québec; il s'appuie sur un conte fantastique qui se déroule dans un village québécois. Produit en 2008, ce film a reçu neuf nominations pour la soirée de remise des Jutra du cinéma québécois qui a eu lieu le 29 mars. Ces deux films peuvent faire l'objet de plusieurs exploitations pédagogiques, et des communications leur seront d'ailleurs consacrées à San Jose. Je vous rappelle que notre congrès sera précédé, le 1^{er} juillet, d'une visite guidée du Monterey Institute of International Studies avec promenade possible à Carmel. Immédiatement après le congrès, une excursion d'une journée et demie sera organisée à San Francisco et sur la route des vins (Napa Valley). Je vous invite à consulter le programme prévisionnel qui sera affiché sur notre site très prochainement [www.frenchteachers.org].

Élections européennes

Les élections européennes, qui ont lieu tous les cinq ans, se dérouleront en juin prochain. Elles sont organisées dans chacun des 27 pays membres de l'Union européenne (UE) selon des règles qui leur sont propres. Le Parlement européen était à l'origine une assemblée consultative et ses députés étaient désignés par les parlements nationaux. Les premières élections au suffrage universel remontent à 1979 et la répartition par État membre se fait en

proportion de la population. Sur les 736 députés qui seront élus cette année, le plus grand nombre concernera l'Allemagne (99 sièges), suivie de la France, de l'Italie et du Royaume-Uni (72 sièges chacune), puis de la Pologne (50 sièges); le plus petit pays membre, Malte, obtiendra 5 sièges.

Vous pouvez suivre la campagne électorale et les résultats sur le site officiel [www.elections-europeennes.org] et sur TV 5 Monde [www.tv5.org]. Pour de plus amples informations sur l'UE, il faut consulter son site officiel [<http://europa.eu>] et cliquer sur la langue de votre choix. Je vous recommande vivement la section intitulée «L'UE en bref» qui présente un excellent panorama de cette institution fondée en 1957 par le traité de Rome.

Programmes de français en danger

On nous contacte parfois pour déplorer le fait que certains programmes de français sont menacés d'extinction pour manque d'effectifs ou au profit d'une autre langue. Si vous vous trouvez dans une telle situation, n'attendez pas que la décision ait été prise par l'administration de votre établissement. Il faut signaler le problème à votre délégué(e) régional(e) dès qu'il se manifeste pour que nous puissions intervenir avant qu'il ne soit trop tard. De nombreux programmes ont ainsi été sauvés par les actions que nous menons, qu'il s'agisse d'interventions (lettres, appels téléphoniques, rencontres) ou des documents de notre *Materials Center* qui contiennent des arguments sérieux pour la défense du français et sont mis à votre disposition [www.frenchteachers.org/hq/materials/material.htm]. Je vous rappelle que l'AATF mène depuis deux ans une campagne promotionnelle en faveur du français, *The World Speaks French* [www.theworldspeaksfrench.org]. Enfin, pour une liste succincte d'arguments en faveur du français, je vous renvoie au site de Richard Shryock «Why Study French?» [www.fll.vt.edu/French/whyfrench.html]. Je vous donne rendez-vous à San Jose et je vous souhaite une bonne fin d'année scolaire ainsi que des vacances reposantes.

Bien cordialement,

A handwritten signature in dark ink, reading 'Marie-Christine Koop'.

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

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



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

nities.

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

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

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

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

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

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

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

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

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

- ◆ 12 publications per year
- ◆ National French Week
- ◆ National French Contest
- ◆ *Société honoraire de français*
- ◆ contests for students at all levels
- ◆ the work of 13 AATF commissions
- ◆ an award-winning Web site
- ◆ collaborative projects such as the National Standards for Foreign Language Learning
- ◆ promotional and advocacy materials for programs in difficulty
- ◆ annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- ◆ more than 20 scholarships to France, Quebec, and Belgium
- ◆ more than \$10,000 in grants
- ◆ numerous awards and honors for members and their students and administrators

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

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

Avec nos plus sincères remerciements!

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Que fait l'AATF? À quoi sert votre cotisation? Les membres de l'AATF s'imaginent beaucoup de choses quand ils pensent aux tâches que nous effectuons au Bureau national. Je suis sûre qu'on nous voit nombreux travailler dans des bureaux spacieux, confortables. Il n'en est rien.

Nous sommes trois à assurer le bon fonctionnement de l'AATF. Mon assistante Darla Phoenix et moi nous occupons des cotisations, de la liste des membres, de la préparation et de la distribution de documents pédagogiques et promotionnels, de l'organisation matérielle du congrès, de la correspondance avec les chapitres, de la mise à jour du site Web, de la conservation des archives de l'AATF, de la Semaine du Français, de la gestion des bourses et des prix et maintes autres choses. Après des recherches infructueuses pour trouver un(e) employé(e) sur place avec des compétences en français, nous avons décidé de réengager Amy Hanson, qui nous avait quittées en juillet 2007 pour déménager dans le Michigan, et qui maintenant travaille avec nous à distance. Grâce à Skype, c'est presque comme si elle était toujours dans le bureau. Amy s'occupe des abonnements à la *French Review*, du Bureau de placement et du recrutement, et elle sera avec nous à San Jose.

Les deux bureaux que nous occupons à *Southern Illinois University* sont petits, laids avec des murs gris en ciment et vue sur un toit, surchauffés en été et, par contre, sous chauffés en hiver. Mais ils ont l'énorme avantage d'être gratuits.

La mise à jour de la liste des membres est un travail constant et minutieux. Il faut entrer les renouvellements, ajouter les nouveaux membres et tenir compte des changements d'adresse. Vous, membres de l'AATF, vous déménagez beaucoup! Nous coordonnons avec les rédacteurs et les éditeurs l'impression et l'envoi de la *French Review* et du *National Bulletin*.

Nous nous faisons un honneur de répondre nous-mêmes au téléphone. Donc, vous aurez rarement un répondeur quand vous téléphonez. Darla traite tous les jours le courrier, et la quantité peut varier d'une vingtaine de lettres en été jusqu'à plusieurs centaines par jour en automne, grande période de renouvellements. Darla communique avec les responsables des 74 chapitres, d'envoyer des documents et des rapports, et elle répond à toute sorte de questions concernant les activités des chapitres. Il faut également mentionner les quelques 500 méls que nous recevons chaque semaine.

Quant à moi, je dois tenir les comptes de l'association, m'occuper des rapports

financiers et des impôts et de la représentation de l'AATF auprès d'autres instances nationales et internationales. Par exemple, je suis en contact régulier avec l'Ambassade de France, avec le Ministère des Relations internationales du Québec, parfois avec le Ministère des Affaires étrangères ou de l'Éducation nationale à Paris. Je communique avec les associations régionales et avec ACTFL et participent à leurs congrès. À différentes époques, j'ai représenté l'AATF sur les comités qui ont écrit les *Standards for Foreign Language Learning* et qui actuellement gère les fonds amassés par la vente de ce document, qui révisé l'examen AP, et on demande souvent mon avis sur des projets d'envergure nationale comme le *National Board for Professional Teacher Standards* ou NCATE. Je suis la représentante permanente de l'AATF, et Présidente sortant, du *Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS)*, fédération dont l'AATF est membre fondateur et qui a comme objectif de représenter les intérêts des professionnels de langues à Washington. Nous cherchons toujours de nouvelles façons de collaborer avec nos exposants, annonceurs et sponsors (voir page 45). Le résultat est souvent des spectacles comme à San Jose (Maison de la France), des concours (*World of Reading, Educorock*—voir page 35), des excursions lors des congrès et d'autres offres spéciales dont peuvent bénéficier les membres de l'AATF.

C'est déjà beaucoup, mais l'AATF ne pourrait jamais accomplir sa mission de promouvoir le français sans tous les volontaires qui se dévouent corps et âme à la cause du français. Le Conseil d'administration de l'AATF se consacre à l'organisation de différents projets à l'échelle nationale. Seuls les rédacteurs des publications et la directrice du Grand Concours reçoivent des honoraires qui ne représentent aucunement la valeur du travail qu'ils font. Les neuf Délégués régionaux s'occupent chacun d'une région de l'AATF comprenant plusieurs chapitres. Ils essaient d'assister aux réunions, servent de liaison entre les chapitres et entre les chapitres et l'organisation nationale. Les 14 Présidents des Commissions organisent les efforts des différentes Commissions (voir page 8) qui produisent documents (*Calendrier perpétuel, Making Global Connections*, les publications de la Commission sur la Compétence culturelle—voir pages 38 et 46), dépliants (*Why French FLES?*, *French by the Numbers, Speaking French*—voir page 10), rapports qui paraissent régulièrement dans le *National Bulletin* (voir page

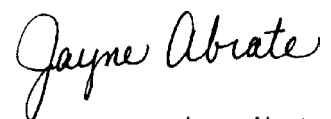
39), activités et articles sur le site Web. Finalement, ils organisent des présentations et des ateliers dans des congrès de professeurs de langues à tout niveau.

Localement, les responsables des 74 chapitres assurent une présence sur le terrain. Les chapitres les plus actifs organisent des spectacles, réunions, ateliers et jours d'immersion, remises des prix, souvent en partenariat avec le Service culturel français, la Délégation du Québec ou des entreprises locales. Surtout ils s'occupent de l'organisation du Grand Concours qui touchent plus de 100.000 élèves et 3200 professeurs par an.

Ce réseau interconnecté de professeurs, de chapitres, de régions et de l'association nationale font en sorte qu'un bruit court dans tous les coins des USA sur l'importance, la présence et surtout l'utilité de la langue française. *The World Speaks French!*

La meilleure publicité pour l'AATF, ce sont vos témoignages personnels. On vous demande de recruter vos collègues. Si vous connaissez un professeur qui n'est pas membre, parlez-lui-en. Si vous ne connaissez pas personnellement ce professeur, profitez de l'occasion pour vous présenter ou envoyez-nous (à [staff@frenchteachers.org]) son nom ou le nom de l'école, et nous ferons les recherches nécessaires afin de le contacter. Si vous êtes professeur d'université, faites part des activités de l'AATF qui pourraient intéresser vos collègues non membres (publication dans la *French Review*, congrès, activités et publications des commissions, prix et subventions, etc.). Assurez-vous que vos étudiants futurs professeurs et vos stagiaires deviennent membres de l'AATF (à moitié prix). Maintenant c'est le moment ou jamais de se montrer solidaires face aux nombreux défis auxquels nous devons faire face. Tout le monde subit des coupures budgétaires qui menacent plus particulièrement les matières et les langues qui ne sont pas considérées «utiles». Les administrateurs profitent souvent de la retraite d'un professeur pour éliminer carrément le programme de français. La concurrence d'autres matières et les actions parfois déloyales, parfois ignorantes des administrateurs sont à redouter.

Contre toute attente, j'entends assez souvent parler de programmes qui sont en pleine expansion. Cela peut se faire, même dans des périodes difficiles, et nous faisons notre possible pour vous aider à faire pareil.



Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

NATIONAL FRENCH WEEK 2009

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

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

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

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

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

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

CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 4-10, 2009



NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2009 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 16) or National French Week items (page 15);
- 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!**

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CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 4-10, 2009



LA FRANCE DIVISÉE

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

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

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

\$25 (members)/\$30 (nonmembers)

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

\$5 (members)/\$6 (nonmembers)

Total enclosed _____

_____ Check enclosed. Make check payable to AATF.

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2009 AATF BOOK CLUB

Le troisième texte du 2009 AATF Book Club, *Chagrin d'école* de Daniel Pennac (Gallimard, 2007), pourrait s'intituler *Chagrin des cancrs*. Pennac était lui-même un élève «en grande difficulté» et il raconte ses propres souffrances provoquées par le sentiment de sa «nullité» scolaire. Par exemple, enfant, il avait mis un an à comprendre la lettre «A» et il ne pouvait pas retenir la signification de tout mot qui commençait par une majuscule! Mais, malgré ses difficultés et grâce à quelques enseignants bienveillants et dévoués, Pennac a réussi finalement à décrocher le bac et même une licence. Devenu professeur, il a pu repêcher d'autres jeunes «en difficulté». Après vingt-cinq ans comme professeur de français, il nous livre des anecdotes amusantes sur sa scolarité et sur celle de ses élèves. Tendre, drôle et généreux, son essai autobiographique aide à restaurer notre optimisme; oui, l'école de la République a le potentiel de sauver les jeunes de la bêtise et des préjugés.

Pennac nous fait comprendre les cancrs et surtout leurs souffrances, leur honte et leur solitude. Il ne tombe pas dans le misérabilisme sur l'école: il estime qu'on devrait rejeter l'image de l'école transmise par les médias comme lieu de violence, de criminalité et d'échec. Il loue les professeurs «habités par la passion communicative de leur matière» (265). Mais il pense que les enseignants devraient suivre des cours «d'ignorance» pour pouvoir comprendre ce que leurs élèves ne savent pas.

Qui l'a aidé à s'en sortir en tant qu'élève? Quatre de ses professeurs, dont un professeur de français en troisième qui lui a demandé d'écrire un roman, un chapitre par semaine, au lieu de rendre ses devoirs. «Il suffit d'un professeur—un seul!—pour nous sauver de nous-mêmes et nous faire oublier tous les autres» (262). En plus, l'amour d'une femme a mis fin à sa «cancerie» (103). Ses parents l'ont soutenu avec humour et amour, même s'ils l'ont envoyé en pension après sa tentative de percer le coffre-fort familial pour offrir un cadeau collectif à l'un de ses professeurs.

Les élèves actuels sont différents de ceux de sa génération, bien sûr. Ce sont des consommateurs-clients dont les marques de chaussures ou de vêtements ont une importance primordiale. Les jeux vidéo, les ordinateurs, les iPod, ces machines «qui leur permettent d'abolir le présent» (293) n'existaient pas du temps de Pennac. Les jeunes d'aujourd'hui ne portent plus «les vieux pulls de leurs grands frères» tricotés par leur mère (283). Pourtant, les élèves «en grande difficulté» aujourd'hui ont les mêmes souffrances que les cancrs d'antan.

Pennac y voit une certaine continuité de comportements et de symptômes de mal-être à travers les générations.

Les professeurs trouveront matière à réflexion dans *Chagrin d'école*. Pour un enseignant, le cancre c'est «l'incarnation de [s]on propre échec professionnel» (83). Devenu professeur, Pennac n'avait pas peur d'utiliser des méthodes traditionnelles comme la dictée ou la mémorisation des textes pour amener les adolescents à s'intéresser à la littérature et à la langue. L'engagement des professeurs vis-à-vis de leurs élèves et le plaisir qu'ils trouvent dans la communication du savoir est une forme d'amour, plus nécessaire et efficace que toutes les méthodes pédagogiques.

Ce texte, Prix Renaudot 2007, reste fondamentalement optimiste sur les jeunes et sur l'efficacité de l'enseignement. À lire par les professeurs, les cancrs et leurs familles!

Quelques questions de discussion

1. Comment est-ce que sa rencontre avec Maximilien à Belleville (chapitre V) illustre la situation des jeunes en difficulté aujourd'hui en France?
2. Trouvez-vous qu'une certaine auto-satisfaction de Pennac à propos de sa réussite avec ses élèves diminue l'intérêt de son récit?
3. Le cancre souffre de son état, mais ses parents aussi. Comment est-ce que la vieille mère de Pennac révèle son inquiétude à propos de son fils?
4. Que pensez-vous des méthodes de Pennac pour stimuler l'intérêt de ses élèves pour la littérature et pour la langue française? Les recettes de Pennac sont-elles universelles?

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AATF GLASS DISH

The AATF has available a limited number of glass candy dishes (4" x 2") with the



AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

LES AMANTS PRÉCIEUX



North Park University (IL) was proud to present *Les Amants Précieux*. AATF member and NPU French Professor Jennifer Morrissey invited French actors Marielle de Rocca-Serra, Alexis Jacquin, and Damien Rivalland to perform (in French) celebrated scenes from *Le Cid* (Corneille), *Les Précieuses Ridicules* (Molière) and *Andromaque* (Racine). The actors wove the scenes together to create a fully integrated text, which was available to audience members prior to the show. Supertitles in French were run during the performance. Representing 12+ schools from Lake Forest to Antioch, more than 230 university and high school students attended.

North Park University thanks the AATF, the *Consulat général de France à Chicago* and the *Alliance française* for their help in publicizing the event. Northwestern University Professor Margot Steinhart (AATF Past-President) remarked that the program was an "excellent experience" for students, because "just being present and experiencing the moment may have stimulated their imaginations." Dr. Steinhart emphasized the infinite value in "realizing that there is another level to French beyond the classroom."

Jennifer Morrissey
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Surf the Web

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

All the latest information on:

- National French Week
- San Jose Convention
- *French Review*
- National French Contest
- *Société honoraire*



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 \$.42 or \$.59 postage)

French By the Numbers

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace. It also emphasizes the interconnectedness of the French and American economies.

French is Not a "Foreign" Language

Black and white on dark green flyer illustrates the similarities between English and French. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

Why Learn French

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

Speaking French: An Investment in the Future

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

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

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

Why French FLES*?

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

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

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

*Prices valid until 5/31/2009

Quantity	(all prices cover first class postage & handling)	Cost
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REGIONAL REPORTS

REGION VII: WEST CENTRAL

Our region has spent a good deal of time on task this past year. Even if Region VII did not have the most attendees (about 50 from our chapters in the Midwest) at the Liege convention, which seems so long ago now, everyone seemed pleased with our hosts' generous welcome, the quality of the professional development sessions, and concurrent activities and visits. Although we did not see Vanessa Paradis and Johnny Depp at the *Francofolies* music festival in Spa, we still had a great time (re)discovering this proud Francophone region. Should you return to Liege, be sure to take advantage of an evening cruise on the Meuse. Our Missouri contingent had a fine dinner out on the river at the end of the convention and fun dancing and socializing. At our gala closing dinner, our Excellence in Teaching Award winner from Illinois was recognized, and we all applauded her work over a splendid meal in a marvelous setting. *Merci, mes amis, et à bientôt en Flandre, et à très bientôt en Californie!*

The Minnesota and Northern Illinois Chapters again deserve the prize for providing the most activities for their members; when do these people find time for their work with classes? Would they please do a session at an upcoming convention on how to be so organized?

Congratulations to those who have received AATF Summer Scholarships and Small Grants; e-mail offers an excellent way to hear about these opportunities as well as a means to network with those who will use such national and local awards.

The Chicago/Northern Illinois Chapter maintains its high level of professional development in full-day workshops in the fall and spring. To keep everyone's listening and orthography skills sharp, the annual *Grande Dictée de la Francophonie* was held in January. Again this year, the chapter hosted an AATF reception at the Central States Conference in Chicago. In conjunction with that meeting, Margot Steinhart was honored as *Commandeur dans l'Ordre des Palmes académiques* by the French Consul.

The Chapter also manages to schedule a few dinners and events. Did you know you can take a Chicago Architecture Foundation (CAF) tour *en français*? The chapter is planning an architectural cruise in French with the CAF as soon as the weather is warmer.

Minnesota Chapter members continue to be informed by an excellent Webmaster who has an extensive network of news providers at the University of Minnesota and elsewhere and a very active *Alliance française*. Have

you heard of "Minnesota on the Seine," the French-themed Twin Cities arts and music festival? You would have if you were in the chapter's e-mail loop and plenty more events along with those. A major event this spring was the 20th and 21st-Century French and Francophone Studies International Colloquium, hosted by the Department of French and Italian at the University of Minnesota-Twin Cities. In conjunction with the conference, they organized a special Saturday-only workshop for teachers who could not get away for the full conference; an excellent K-16+ initiative! This workshop featured a presentation by AATF President Marie-Christine Koop. Along with several FACES film festivals on campuses across the state, the University of Minnesota campus in Morris delivered a *Beur is Beautiful* film festival this year. At least two area teachers devised Cajun festivals around Mardi Gras, playing music by *Beausoleil*, dancing, and participating in other Cajun activities. Of course, the annual *À Vous la Parole* festival brings in contestants and entries for a full day of spoken (and recorded) French, and they celebrate the end of the year with a huge awards day.

The theme of French heritage loomed large in the upper Midwest this year, as the VIA group published a sesquicentennial brochure about French roots in Minnesota for its 150th birthday and sent it to state legislators on education committees and to 200 school board officials, as well as having chapter members speak at the state school board association meeting, just to keep the decision-makers better informed about French in the *Étoile du Nord* state. The North Dakota folks are also proud to celebrate their French heritage by completing work on an ambitious history project involving French and French-Canadian heritage across the upper reaches of the U.S. (see [www.ifmidwest.org]). They are also gearing up to attend a French folk music festival in Winnipeg. *Même dans le nord, les bons temps peuvent rouler!*

The Greater Saint Louis Chapter is another Web-connected chapter, with news of film festivals across the area. Monsieur Molière (Tim Mooney) did another of his great shows for the chapter, after appearing earlier at one of the universities in northwest Missouri and in the Chicago area. The first Job Fair *en français* that we know of was also held, hosted by the faculty at Saint Louis University. A huge crowd of 400 French secondary and college students heard a number of speakers, and about 25 information stations were staffed by a variety of participants, running the gamut from engineers to

historians.

On the other side of the Mississippi, members of the Downstate Illinois Chapter kept their winter warm by dancing to Cajun music at the annual pre-Mardi Gras festival, conducted in 18th-century dress with dance music, if not from the period, at least in the language. These two chapters maintain links to other 18th-century roots of France in the Midwest by participating in the French Heritage seminars in the Old Mines area, where French immigrants arrived as early as 1723. Keep in mind that the French presence in the greater Louisiana colony dates to 1673, so clearly good things traveled fast on our river, even then.

The Nebraska Chapter remains enthusiastic about its Memorandum of Understanding with the Besançon *Académie* in France. Now that the first contingent of teachers has come to Omaha and Lincoln this past winter to meet their partners, the Nebraskans eagerly look forward to their own trips to that other great beef (and cheese!) state along the Doubs. This is no doubt the start of a number of very beautiful friendships. *Vive l'entente Nebraska-Bisontine!*

The Kansas Chapter held an important state meeting in November where they heard from regional trade officials from the U.S. who stressed the importance of language and cultural understanding in benefiting Midwest trade statistics. Few realize the importance of the aviation industry in Kansas, as well as in Missouri and Illinois and how much potential impact Airbus really has on us in Region VII.

Submitted by Gregg Siewert
Region VII Representative

REGION VIII: SOUTHWEST

This report starts on a sad note. Barbara Ransford, former president of the Arkansas Chapter and former AATF Vice-President, passed away recently. A very nice article about Barbara's life and her many contributions to the AATF appeared in the January issue of the *National Bulletin* (page 3). As stated there, "The loss of Barbara is a great sorrow to all of us who found in her a visionary leader, creative colleague, wise mentor, and faithful friend." In her honor, the Arkansas Chapter is proposing to name one of their high school student AATF Arkansas Achievement Awards in Barbara's honor. In addition, the Arkansas Foreign Language Teachers Association (of which Barbara was formerly president) is also naming their Achievement Award for Senior High Travel in her name. I will be representing our region as that becomes official at their spring meeting. If anyone would like to send a memorial in Barbara's honor, please direct it to

the Chapter Treasurer, Heather Tarpley [heathertarpley@sbcglobal.net].

The Arkansas Chapter is one of the "geographically challenged" chapters (of which there are many in our region) that have remained active. The officers combine their spring meeting with the state meeting, and they offer immersion experiences for their students and teachers. Their Immersion Day at the state convention received \$400 in matching funds through the AATF Small Grants program, which is an excellent way to make the chapter's money go further.

The Hautes Plaines Chapter, which covers a very large area with a low, far flung population, is struggling to survive. Their president died last year, and Judy Rainger, the founder of the chapter, Joe Price, a professor at Texas Tech University, and Margie Gillette, who has administered the *Grand Concours* for some time, are working to come up with a survival plan. Please e-mail [jrainger@aol.com] with your ideas and suggestions or just your support.

Another challenge that may be facing other chapters was identified by the South Texas Chapter: how to get the teachers who participate in their activities (such as their very successful Rio Grande Valley French Competition for high school students) to actually join the AATF. Their officers are in the process of creating a chapter scholarship for students of AATF members, which may provide an incentive. Please contact me or President Kitty Hutchcroft [kat5551@hotmail.com] with ideas.

Chapters that are based in large cities, like the North Texas and Houston Chapters, are able to take advantage of the French-American Chamber of Commerce (Dallas/Forth Worth) and the French Consulate (Houston). They organize events such as the *Fête Française* (which takes place in the spring following planning meetings in November) or professional development events for area high school and college teachers, such as "Teaching the Holocaust: La France, la Shoah et la Deuxième Guerre Mondiale." Teachers of history and sociology joined teachers of French at this teacher training workshop.

The Central Texas Chapter, which also covers a fairly large geographical area, meets alternately in one of three cities, so that different teachers are driving the long distances. Members also try to meet at an art museum or historic location that has connections to France (e.g. the French Legation in Austin or Castroville, a city in the Hill Country founded by Henri Castro from Alsace) thus providing an added incentive for teachers to give up their Saturday for a professional development activity. The Central Texas Chapter has also received

funding through the AATF Small Grants program to bring performers who travel around the country: Tim Mooney and his *Moliere Than Thou* show and Christine Albert, the Austin-based nationally known musician, who performs a French show.

Across the region, finding qualified teachers who are certified in French is a major concern. South Texas has lost and Central Texas is about to lose French at a high school because of this lack.

Region VIII still maintains a regional Web site, but it has proved a challenge to keep all the information from individual chapters up-to-date. We hope readers of this column will inform me (or the Webmaster, Joel Mayer [jmayer_mac@yahoo.com]) of changes in officers and Web addresses.

On a personal note, my term as Regional Rep will come to an end next year (December 30, 2010). If you have had experience as a chapter officer and would enjoy the professional development of representing the region to National Headquarters, let me know [j-thomas@tamuk.edu]. Attending meetings of the Executive Council and being in contact with the hard working and dynamic members of our chapters are two of the rewards of this position.

Submitted by Jacqueline Thomas
Region VIII Representative

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 31.

- I. 1. couacs
2. comme vache qui pisse
3. il monte sur ses grands chevaux
4. un ours mal léché
5. pleuré comme des veaux
- II. 1. ce qui; 2. ce dont; 3. ceux qui; 4. ce que; 5. ce qui; 6. ce qui; 7. ceux qui; 8. ce que; 9. ce dont; 10. ce qu'
- III. 1. quelles que; 2. quelques; 3. quel que; 4. quelle que; 5. quelle que
- IV. 1. il ne pleut jamais
2. n'ont pas encore commencé
3. il ne neige plus
4. personne n'a lu
5. n'a rien vu de
- V. 1. sardine remplacé par maquereau
2. poule remplacé par pie
3. en veau remplacé par en vache
4. froid de canard / froid de loup
5. buffles remplacé par boeufs
- VI. 1. pour réduire sa culotte de cheval
2. lui garde un chien de ma chienne
3. la S.P.A.
4. une sauce aux câpres
5. comme un tablier à une vache

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, 2009 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 2009, 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!

NOW AVAILABLE ON-LINE PAYMENT

- www.frenchteachers.org
- Pay on-line for membership
 - Outstanding Senior Awards
 - Materials
 - Convention
- (special member prices available for most materials)

FRENCH LANGUAGE ADVOCACY KIT RESPONDS TO PROGRAM CHALLENGES

The French Language Advocacy Kit will debut at the national conference in San Jose, CA in July 2009 as a critical tool for French teachers who want to build support for their programs or who are experiencing a real or perceived threat to the continuation of their programs. The kit contains a number of documents for teachers and parent advocates in downloadable form and a series of short video clips of individuals who value the study of French for a variety of reasons, but particularly for its role in their studies or careers.

Tipping point for the advocacy project

The impetus for the French language advocacy project was the recognition that programs were being curtailed and that teachers were unsure of what they could and should do to reverse this course. Said one teacher whose elementary school French program in suburban Chicago was precipitously eliminated in one evening when 50 parents wearing stickers with "Au revoir to French" stormed a school board meeting and demanded the end of the French program, "I needed Advocacy 101, but it wasn't in my methods course." This single event on top of other stories shared locally and across the country provided the tipping point to act. From the beginning, the focus of this initiative has been on taking advocacy to the local level where it can be most effective and developing a set of materials that a French teacher can use and adapt when faced with program threats. Because many teachers feel unprepared to defend their programs and to offer convincing arguments about the relevancy of French, that issue is addressed in the kit

Premise of the kit and its contents

The kit is built upon the premise that the successful French teacher cultivates allies, especially parents, but also students, colleagues, guidance counselors, administrators, Board of Education members, and the community, in general. In order to develop allies, communication with parents and visibility of French students and activities within the school community as well as in the larger community are essential. To reach that objective, sample letters, check lists, brochures, activities calendars, and newsletters are offered as inspiration for teachers to create their own personalized documents. A series of bell-ringer exercises with

a French connection has been developed for use in discipline-specific classes during National French Week, for example, to develop allies for French across the curriculum.

The kit also offers ideas to call into action those same allies and new ones when program reductions are proposed. In K-12

the focus of the French Language Advocacy Kit is on what one teacher, one ally, and one advocate can do to support and maintain a French program.

Support from France and Quebec

The French Consulate in Chicago and, in particular, Anne-Emmanuelle Grossi, Education *Attachée*, have demonstrated continuous support for this undertaking. A one-day summit on Advocacy for French was hosted by the Consulate with over 50 attendees from educational institutions and governmental organizations throughout the Midwest in April 2008. In addition, the summer intern at the Consulate, John Deppe, an undergraduate at Georgetown University, was assigned to the project and actively contributed to the early work of the initiative. Catherine Pétillon, *Attachée* for Educational Affairs, French Embassy, has lent her support to the undertaking and spoke at the April summit about The World Speaks French joint initiative of the French Embassy and AATF.

The Ministry of International Relations of Quebec and the Quebec Government Office in Chicago have contributed financially to the production of a DVD, which will contain the video clips of the testimonials. AATF Honorary Member and journalist, Jean-Benoît Nadeau (Montreal), has also provided valuable resources for the advocacy project.

Advocacy workshops to develop kit

Following the summit, the production of documents for this kit began during a three-day workshop, hosted by the French Department at Northwestern University. Participants from Illinois, Indiana, Ohio, and Michigan participated in this initiative. Simultaneously, the Multimedia Language Center (MMLC) at Northwestern University, under the direction of Janine Spencer, began taping interviews to tell the story of the importance of French in the lives of students and young adults embarking on careers and adults who have used French in their careers. Work on the documents continued via the Wiki that Randa Duvick, AATF Region VI Representative, created for the group to post documents for comments. In December, a small group of Chicago area AATF members, hosted by Niles North High School, Skokie, IL, and the local AATF chapter, met to review the documents already



Chicago-area AATF members met to refine the contents of the French Language Advocacy Kit. Front: Donna Czarnecki, Eileen Walvoord, Margot Steinhart. Back: Randa Duvick, Kristin Aswell

schools, teachers are frequently advised not to contact parents or to tell students when their programs are threatened. However, according to the developers of the kit, it is the parents who must take the challenge to prevent or to overturn decisions that reduce or eliminate French programs in their schools. Since Board of Education members serve at the pleasure of the voters in the community, the parents have the greatest influence on decisions that the Board makes.

The documents underscore the importance of creating allies and of being visible in the community as a way to increase public support, which is essential in mounting an effective local campaign. Another component of the kit is a series of articles which provide advice and reflections from the trenches related to creating allies, promoting the French program, understanding the dynamics of the Board of Education, communicating with parents, and responding to challenges to the French program.

The advocacy project complements the materials that have been developed through The World Speaks French campaign, the brochures and videos already available through the AATF Materials Center, and the work of the AATF Advocacy Commission, but

submitted and to consider additional materials.

Contributors to the advocacy project

Colleagues who have already contributed to the project through conference presentations, brainstorming, and document creation include: Kristin Aswell (IL), Todd Bowen (IL), Samantha Godden-Chmielowicz (IL), Anne Hebert (IL), Tricia Nagel (IL), Loreen Fordice (IL), Magdalena Nica (IL), Pat Olderr (IL), Jennifer Morrissey (IL), Donna Czarnecki (IL), Zaneta Ruff (IL), Karen Sullivan (IL), Ricky Barton (IN), Carol Goss (IN), Karen Query (IN), Deborah Stout (OH), Suzie Martin (MI), Alice Cataldi (DE), Barbara Ransford (AR), and David Graham (NY). Gladys Lipton (MD), Tennessee Bob (Robert Peckham) (TN), Jo Ellen Sandburg (FL), Judy Sugarman (IL), and Virginia Gramer (IL) have submitted articles to support advocacy efforts for the kit. In addition, Margot Steinhart (IL) serves as project coordinator; Eileen Walvoord (IL), as chapter liaison; Janine Spencer (IL), as video director; and Randa Duvick (IN), as Wiki moderator.

Information on access to the kit will be available in the fall publication of the AATF *National Bulletin*.

Margot M. Steinhart
AATF Past-President
[m.steinhart@sbcglobal.net]

What's New in the French Review?

Vol. 82, No. 5 (April 2009)

Articles include the titles below and more:

- "Skills and Content: New Designs for the Survey Course" (Erickson)
- "Films français et remakes américains" (Humbert)
- "En attendant Godot or 'le suicide philosophique': Beckett's Play from the Perspective of Camus's *Le Mythe de Sisyphe*" (Durán)
- "La Mémoire de l'histoire chez Proust et Benjamin" (Clarinval)
- "Between Louverture and Christopher: Aimé Césaire on the Haitian Revolution" (Figuerola)
- "'Faites régner la vertu': la morale économique de Jean-Jacques Rousseau" (Ousselin)

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

GIANT CROSSWORD CHALLENGES STUDENTS



French students brainstorm to find answers quickly as the competition rises.

What are the students at the French Institute of the North Shore so excited about this winter? Walk through the front door and the answer stands in front of you. A giant sized French crossword puzzle covers the wall from floor to ceiling. Clues range from French cities, to popular sayings, to well known authors, to French discoveries and much more. Thanks to the AATF the fabulous crossword with all its materials can be found at the [www.frenchteachers.org] Web site.

In every class, students impatiently await the last minutes for the teacher to announce two new clues for the crossword. Students then rush to the front to be the first class to give the correct answer earning points for their level. The six different levels offered at the French institute from beginners to advanced are represented with different colors on the life-sized crossword. Students enthusiastically anticipate the prize for the winning level to be revealed when all blank boxes are filled.

The French Institute of the North Shore, located in Winnetka, IL, offers practical conversation and culture classes from beginning through advanced levels. The French School is a French immersion preschool and kindergarten. All classes are taught by native French speakers. For additional information visit [www.FrenchInstituteNS.com].

Louisa Johnson
French Institute of the North Shore (IL)

VISIT THE JNCL WEB SITE
www.languagepolicy.org

MEMBERS' NOTES

John Janc, member of the foreign language faculty at Minnesota State University Mankato, has received one of three Distinguished Faculty Awards. This award honors faculty who have distinguished themselves as outstanding scholars and whose scholarship has earned them national or international recognition. John has been an active member of the Minnesota Chapter of the AATF.

This year's recipients will be honored at a luncheon and will receive \$5000 for professional development and research support.

Christopher Pinet, Editor in Chief of the French Review, a member of the *l'Ordre des Palmes académiques*, and a professor of French at Montana State University, Bozeman received a Montana State University Alumni Association and the Bozeman Area chamber of Commerce Award for Excellence. 40 students are selected each year on the basis of their achievement in academic, extracurricular activities, and service to the University and the communities in which they live. The students then choose a mentoring faculty or staff person to also be honored with an Award for Excellence. Pinet was chosen by Matthew Beamer, a French and Mathematics major. It was Pinet's eighth Award for Excellence. He has also received the President's Award for Outstanding Teaching.

Regine Reynolds-Cornell (GA) has been honored by former students at Southwestern University, where she taught from 1969 to 1986, by the creation of an endowment fund for a scholarship in her name for students taking French with a view to further studies or a career of an international nature. The students have already raised \$35,000. Contributions can be made to the Office of Development, Southwestern University, University Avenue, Georgetown TX 78626.

AATF Past-President **Margot M. Steinhart** was decorated as a *Commandeur dans l'Ordre des Palmes académiques* at a reception held during the recent Central States Conference on the Teaching of Foreign Languages in Chicago. Margot received the decoration from *Consul général* Jean-Baptiste Main de Boissière in front of family, friends, and about 100 AATF members and French teachers. *Commandeur* represents the highest rank in the *Ordre des Palmes académiques*, awarded by the French Ministry of Education for exceptional achievement related to the teaching of French.

NATIONAL FRENCH WEEK CONTESTS

The theme for 2009 is "I'm learning French because.../J'apprends le français parce que..."

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2009.**

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

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2009. 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, 2009.**

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 2009. 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 4-10 [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 4 au 10 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 2009-2010 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	_____ M	_____ 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 [aatf@frenchteachers.org].

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.

\$.42 postage required for 4 copies of the flyer

\$.59 postage required for 9 copies of the flyer

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

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

AATF PROMOTIONAL KIT

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

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French is not a "Foreign Language"*
- 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
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde video*
 - _____ DVD *Forward with French*
 - _____ DVD *French-Speaking Louisiana*
 - _____ DVD *Forward with FLES**
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel*
 - _____ *La Vie des mots*
 - _____ *Vive la France!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils
 - _____ 25 *On est les meilleurs!* buttons
 - _____ AATF Notecards (2 sets of 12 cards)
 - _____ 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. Valid through 5/31/09.

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 _____

THE STUDY OF FOREIGN LANGUAGES SHOULD NOT BE A ZERO-SUM GAME

Last April, the University of Southern California announced plans to eliminate its German department, stating that it wanted to shift resources away from European languages to Asian languages like Chinese and Japanese. The decision was made in view of the growing importance of Asia for the American economy generally and the economy in Los Angeles specifically.

That move, and others like it, has sparked a debate about the relative importance of learning European languages like French, German, and Italian. But much of that debate is governed by false assumptions about the process of globalization, the nature of language learning, and the role of the humanities in higher education.

Moves to eliminate the study of one or more languages in order to shift support to the study of other languages proceed from the assumption that there is a stable, limited, and sufficient amount of money already available for language study. In other words, college administrators seem to assume that global shifts in economic power call for changes in the distribution of their budget for the study of foreign languages and cultures, rather than an increase in that budget as a whole. That misconception, in turn, suggests that administrators see the much-vaunted globalization of the world's economy as a process by which particular countries and regions become more important, while other countries and regions become less important—but in which the importance of foreign countries to our economy remains constant.

But that is precisely what globalization is not. Globalization, which has accelerated over the last two decades, is a process by which the health of any nation's individual economy becomes increasingly dependent on international trade. Today few economies remain self-sufficient, and many are dependent on trade not with one or two other countries, but with a vast network of interconnected economies. Countries like the United States that could once rely on domestic trade for economic growth must now look abroad.

One of the few bright spots in the American economy in the past few years was that the United States was selling more goods and services to the rest of the world (largely thanks to a weak dollar), especially to the well-off economies of Europe. That success partially—although by no means completely—offset the decline in demand at home. Given the economy's deterioration in recent months, sales to the rest of the world have become even more important.

The rise of globalization suggests that the United States needs to radically increase the study of foreign languages and cultures, not just shift resources from the study of some

languages or regions to others. Precisely the opposite has occurred over the past several decades. In 1960, 16.1 percent of American college students studied foreign languages; in 2002 only 8.6 percent did, according to a recent MLA report.

Although foreign-language study has become somewhat more popular in recent years, its overall decline remains striking. During the most intensive period of globalization, our country's investment in understanding other countries at the postsecondary level has decreased. Yet almost all students in the countries with the world's most successful economies—including China and India—study foreign languages and cultures at some point. It is hard to escape the conclusion that the extensive study of foreign languages is positively correlated with economic and political power.

One reason for the decline of foreign-language study in America is probably the lingering, albeit often unacknowledged, belief that globalization will ultimately lead to a world in which everyone—or everyone who matters—speaks English. The assumption, implicit or explicit, is that as the world becomes ever more closely connected, English will become so dominant that it will be unnecessary for native speakers of English to learn other languages.

There is some truth to the idea that English is now the lingua franca of international business and science. But that may not always be the case, and, moreover, it is probably not a good idea for Americans to assume that a world in which most people understand their language, but they don't understand other peoples' languages, will be a safe or happy one for our nation. A country that merely wants to buy goods and services from other countries, thus accumulating a huge trade deficit, may be able to rely on others' willingness to speak its language. But a country that wants to sell goods and services must learn the languages and cultures of its prospective customers.

It is highly likely that if the U.S. were to invest more money in understanding foreign languages and cultures, it would be more successful in marketing its goods and services (and its political policies) abroad. In other words, it is not implausible that the chronic U.S. trade deficit, as well as America's lessened prestige abroad, may be connected to our chronic deficit in knowledge of the rest of the world.

As a professor of German, I have my own investment in the study of European languages and cultures. But even if only for economic reasons, the U.S. cannot afford to forget Europe, whose combined economy rivals that of the U.S. and eclipses that of China or India. Moreover, Western Europe-

ans have, on average, a significantly higher standard of living and more disposable income than citizens of most other countries and are therefore highly attractive as potential consumers of American goods and services.

Strong pedagogical reasons, too, call for continued support of European languages in American higher education. English is itself a European language, and it is considerably easier for native speakers of English to learn languages like French, German, Italian, and Spanish than Chinese or Japanese. Promoters of the serious study of foreign languages in the U.S. would therefore do well to recommend that native English speakers wanting to learn an Asian language first study a European language. Any task of great difficulty is best undertaken in stages. Experience and common sense suggest that native English speakers who start their language study with the most difficult languages are far more likely to give up than those who begin with somewhat less difficult languages. One result of a turn from European to Asian languages is likely to be even less foreign-language fluency than there is now—hardly a desirable outcome. The fact is that American college students should study both European and Asian languages. We need to get away from either/or thinking.

I want to make three other points about European languages and cultures. The first and most important is that studying them is crucial to understanding the world as it exists today, which has been largely formed by Europe. When I say this I am sometimes accused of taking a Eurocentric view, but most literate people would probably agree that the world we live in today was shaped, for better or worse, by Europe. Countries like Japan and China have become economically and politically successful over the past century primarily by carefully studying European history and practices. For example, during Japan's Meiji Restoration—the period from 1868 to 1912, when the country's economic and military status rose to the level of European powers—Japanese leaders emulated Europe's policies from the Industrial Revolution. It is hard to overestimate the impact of Europe's example on the rest of the world.

Another consideration is the relationship between Europe and America. In 1996 the political scientist Samuel P. Huntington published a controversial but important book called *The Clash of Civilizations and the Remaking of World Order*, in which he suggested that the world consists of eight primary cultures, the most important being that of the West, broadly conceived—i.e., the culture of Western Europe and the U.S.

That distinction was sometimes simplified in popular understanding as “the West

against the rest," although in fact Huntington's arguments were considerably more nuanced and complex. But one does not need to agree with every point in his book to understand that the cultures of Europe and the culture of the U.S. have a mutual affinity. Not only did much of American culture emerge out of European cultures, but contemporary Europe consists of stable, prosperous, democratic countries that are strategically and politically allied with the U.S., in spite of disagreements over points of policy, such as those that followed America's ill-advised invasion of Iraq. For that reason, an affiliation with Europe continues to be crucial to the U.S., and to individual Americans.

Finally, we should not underestimate the importance of ethnic heritage for individual language learners. Although the country's demographic profile is changing, most Americans are of European descent. For reasons of ethnic pride and family heritage, many students choose to study languages spoken in the parts of the world their ancestors came from. There is nothing wrong with that; within limits, it is probably a good thing for Americans to be aware of, and take cautious pride in, their ethnic heritage, as long as such pride is not carried so far that it results in the denigration of other cultures and heritages. Among other things, it helps them to understand that American culture and its worldwide successes are the result of contributions from many different languages and cultures.

At the moment, Americans are understandably focused on our own problems. But those problems have arisen, in large part, because of our failure to understand the rest of the world. We need to encourage all college students to study foreign languages and cultures, and we need to increase budgets for foreign-language departments, not just shift limited funds from one language to another. We can no longer afford ignorance.

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Reprinted with permission of the author. This article will also be reprinted in the French Language Advocacy Kit which will debut in July (see page 13).

The original article appeared in the *Chronicle of Higher Education*, Volume 55, Issue 26 (March 9, 2009), Page A33.

FRENCH TV ON-LINE

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

FREE TEACHING MATERIALS AVAILABLE THROUGH EMBASSY OF SWITZERLAND

Switzerland in Sight (La Suisse en Vue), is a new 95-page, fully illustrated paperback, published by Presence Switzerland. It features Switzerland in all its diversity, both in its traditions and as a modern state. It provides a comprehensive overview of the country's geographical and social texture, its political structure, its economic achievements, and its scientific, educational and cultural aspects. It is designed primarily for high school or college. *Switzerland in Sight* can be ordered in classroom sets of 10 plus a teacher manual, which provides ideas for use in the classroom.

There are also other materials that can be ordered:

1. "Switzerland in its Diversity" Poster: one side of this fold-out poster is a scenic view, the other has statistical information and a time line.
2. "Swissworld.org" postcard explaining a very useful and comprehensive Web site on Switzerland in detail.
3. "Switzerland in its Diversity" map: small map of the country on one side and a population and cantonal maps on the other.
4. "Folk music of Switzerland" CD: presents natural sounds as well as Swiss-German and Swiss-French folk songs
5. "Switzerland Update" DVD: a 20-minute introduction to the nation.

To order any or all of these free items, please contact the Cultural Section e-mail: [culture@was.rep.admin.ch] or write to Embassy of Switzerland, Cultural Section, 2900 Cathedral Ave., NW, Washington, DC 20008.

CALL FOR PAPERS

The *French Review* welcomes articles for a special issue devoted to Algeria and France. This special issue will be devoted to articles dealing with the interrelationship of Algeria and France in the areas of literature, society and culture, the arts; including painting, photography, and film; and pedagogy. This volume, to be published in May 2010, will be in honor of our annual meeting to be held in Philadelphia in July 2010. Articles should be scholarly but not exceedingly specialized or theoretical. 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, Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717, will be **1 August 2009**.

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

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

GOLD LEVEL BENEFACTOR:

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

SILVER LEVEL BENEFACTOR:

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

BRONZE LEVEL BENEFACTOR:

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

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

CHECK THE WEB FOR UPDATES

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

CLASSROOM ACTIVITY

POWER OF THE DREAM AS EXPRESSED BY DR. MARTIN LUTHER KING, JR. AND THE EUROPEAN UNION

Grades: 7+
Time: 3-4 days

Objectives: Understand that the dream of unity is common in America and in Europe as students read Dr. Martin Luther King's "I have a dream" speech in French and compare it to the European Union's Mission statement: "United in Diversity."
Generate new vocabulary / analyze grammar concept (possessive adjectives)
Identify similarities and differences; understand historical contexts
Illustrate and write about global and personal dreams in French

Materials Needed: Worksheets or internet; construction paper; markers

1. First Step: Read excerpts from Dr. Martin Luther King's life and speech in French. Highlight cognates and make a list of 10-15 vocabulary words that you need to translate to understand the text. Finally, list words from the speech and from your vocabulary list in French that are considered racist and anti-racist.
[www.afcam.org/Doc_illustration/LUTHER/MartinLUTHERKING.htm]
[www.anglaisfacile.com/free/civi/usa/irc/faq/mlking.php]

L'Unité	Racisme
Tolérance les hommes naissent égaux. Liberté	Discrimination désert étouffant d'injustice esclaves

2. Second Step: Read excerpts from the European Union (EU) Mission statement and follow the same format as step 1: highlight cognates, generate list of important new vocabulary and create a double column list of words and phrases to identify words or phrases that unite and divide.
http://www.europa.eu/abc/panorama/index_fr.htm
Example:

L'Unité	Conflit
Coopération institutions communes	Guerre destructrice

3. Third step: Introduce or review possessive adjectives and c'est/ce sont using these texts. Worksheet is provided at [www2.chccs.k12.nc.us/education/components/docmgr/default.php?sectiondetailid=37901&fileitem=18896&catfilter=4222] (scroll down and click on "download")
4. Fourth Step: Create a Venn Diagram that highlights the dreams of both Dr. King and the EU using the vocabulary and grammar concepts generated from the texts. Have the students include an historical context in French or English depending on skill level. You can use a diagram from my Web site: [www2.chccs.k12.nc.us/education/sctemp/221c0827c9fbaf7c04272e2a95094550/1230524760/Venn_Diagram.JPG]
5. Finally, have the students create their own dreams making sure they are using the proper possessive adjective. I had them create three dreams in French:
- Mon rêve pour le monde.....
 - Mon rêve pour ma famille.....
 - Mon rêve....

These dream projects need to be illustrated, have 6-8 sentences in French using vocabulary we had just learned, and demonstrate thought and effort because they would be on display for Europe Day in May.

Robin McMahon
Smith Middle School (NC)
[rmcmahon@chccs.k12.nc.us]

PROMOTIONAL MATERIALS FOR THE CLASSROOM



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

10-min. DVD 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 (members)/\$18 (nonmembers)

Promotional DVD: *Forward With French*

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

Promotional DVD: *Forward with FLES**

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

Note: All three of the above 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)

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)

Making Global Connections Using French Language and Culture: Standards-Based Lessons

Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

Vive la France! Activities for the French Classroom

Collection of Classroom Activities and Salut les jeunes! activities from past issues of the National Bulletin. \$30 (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 5/31/2009

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

Quantity	Size	Cost
_____ FMLM Tee-Shirt @ \$18	M L XL XXL (circle size required)	_____
_____ Bumper Stickers 2@\$1 or 10@\$4	(add an additional \$1 for XXL)	_____
DVDs		
_____ Open Your World (\$10/\$12)	_____ Forward with French (\$10/\$12)	_____
_____ Forward with FLES* (\$10/\$12)	_____ All three 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)	_____ <i>Making Global Connections</i> (\$25/\$40)	_____
_____ <i>Vive la France!</i> (\$20/\$30)		_____

TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

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



Les Cartes Postales

Do you have eight postcards of Paris? You're ready to go! If not, there are many sites on the Internet where you can purchase cards or copy images. The AATF has produced postcards that are available from the Materials Center (see form below). Try the The Paris Pages/*Les Pages de Paris* [www.paris.org] that invites you to send a message with an electronic post card to anyone! I have sent them to my students (who all have an e-mail account at the school), sometimes with just a greeting or sometimes with trivia questions about Paris:

Qui est la sainte patronne de Paris? (Sainte Geneviève)

Qui a dessiné la pyramide du Louvre? (I.M. Pei)

Combien d'arrondissements est-ce qu'il y a à Paris? (Il y en a 20)

Post cards have multiple possibilities in the classroom for any age language learner. We now have a color printer at school, but if you don't, most copy shops can blow up a color post card to 8 x 11 inches. Laminate the images or slide them into plastic protector pages and they will last for many years of class activities. I use them to determine seating arrangements for the class—even after we have finished the unit on Paris. Put the blown up copies on each desk and hand out the post cards at the door. The students find their seats and are already engaged in language before they sit down, knowing they will have to identify their Paris monument. At first we just familiarize the students with the image. C'est *la Tour Eiffel*. Then add to encourage more response: *Qu'est-ce que tu visites aujourd'hui? Je visite la Tour Eiffel.*

Create a Memory board. With eight postcard scenes, you have the makings of a game. Make copies (or, even more fun, buy pairs of post cards) so that you have eight pairs. On a poster board, tape sixteen envelopes that are wide enough for the postcards. Make four rows of four. Distribute the cards around the board and cover each with an index card. There should be enough of the index card showing to write numbers on them. That way you can drill numbers as the class is learning them, or choose just to use the most difficult for more practice (61, 71, 81, 91). Play the traditional Memory game where one student chooses a number, and then must identify the image uncovered. The next student guesses another number, trying to find a match. The team or individuals who have collected the most postcards win.

Pairs of postcards or pairs of images make an easy way to choose partners for communication games or activities. It may take a few minutes longer than just assigning students together yourself, but the linguistic rewards are worth the extra minutes. Hand the cards out randomly to all the students. They must find their partners, not by showing the image, but by announcing where they are: *Je suis à la Tour Eiffel.*

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; E-mail: [mmemiller@aol.com]; fax: (650) 342-7623.

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

NEW ! AATF POSTCARD SERIES

The AATF has 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). Additional postcard sets available for \$2.50 each.

- _____ **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** (Aigues-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)
_____ second or third sets of the same series x \$2.50 each

Total enclosed: _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____ E-mail: _____

IF THE WORLD SPEAKS FRENCH, THEN IT MUST BE... THE LANGUAGE OF THE STARS

Why are we such stargazers? Is our knowledge of celebrity lives a form of status enhancement in the wake of generally low self-esteem and lackluster existences? We Americans do like to pause in admiration of those who are "busy being fabulous," the stars, the "celebs," whose stories make them seem larger than life, the passionate topic of endless watercooler chatter. Perhaps we are simply in awe of those who gambled and won in the arena of fame. After all, they are not really like us... or are they? One thing a number of them do that we also can learn to do is speak French.

The Language of the Stars [www.utm.edu/staff/globeg/celebfrench.shtml] is an advocacy Web page that provides information about French-speaking sports, film, TV, music and other celebrities whose legends and images are familiar to us, many of whom are American, some foreign residents, and some, just plain famous. All of them speak French, and in many cases, we present them doing just that through video. In addition, there are hundreds of researchable references to French speakers of world-class fame, derived from great works of art, music, literature, history and ground-breaking scientific achievement, but who are not presented in video recordings.

If you scoff at the idea that students might be turned on to French because Sarah Chalke, Johnny Depp, Vanessa Branch, Lucas Grabeel, Daniel Radcliffe, Kevin Kline, Oliver Stone, Jamie Bamber, Kristin Scott Thomas, Emma Watson, Joakim Noah, and many others are on video speaking French, get over your snobbishness now. These stars are not extraterrestrial changelings on the cover of *The National Inquirer*, the bedraggled victims of an unwanted paparazzi encounter. They are just part of the answer to the question all our students ask: "Who speaks French, anyway?" Yes, we know that French is widely spoken by 200 million people in over 50 countries and is an official language of many international organizations. However, with so much news coverage of China's economic growth, and because an increasing number of our neighbors speak Spanish, we need to connect some faces, facts, and voices to our French-speakers.

No matter what we may pretend, we are dying to hear if the children of Brad Pitt and Angelina Jolie are beginning to speak French as they roam the grounds of *Château Miraval* in the Var. We laugh as Phoebe tried to teach French to Joey on the American sitcom, *Friends*. We listen intently to a French interview or the hip-hop song, "Balance-toi" of NBA All-star and tournament

MVP, Tony Parker, knowing that his new high-profile actress bride, Eva Longoria, has studied and speaks French. We note the serious analytic spirit of Jodie Foster, as she talks fluently about her recent film, *The Brave One* (*À vif*) in a French interview. If we are gamers, we are fascinated by "Sims Online" and "Metal Gear Solid 4" producer, Jade Raymond, and we watch in awe as she gives an illustrated interview about her popular game, "Assassin's Creed." Of course, we all want to be rock stars, or at least hang out with them. What about the successful pop and rock singers and groups like Sarah Bettens, Tokio Hotel, Chris Martin of Coldplay, Bruce Dickenson of Iron Maiden, Mick Jagger, Carole Fredericks, Céline Dion, and Zachary Richard? We see and hear them all on video singing or speaking French?

So, what can you do that carries something besides a shallow "gee-whiz" value? Activities might include the following. Students rank and identify celebrities in a group by how fluent they sound. The teacher divides the class into groups, writes descriptive sentences about five famous French speakers from the web page, without naming them. The student groups compete to see which one accurately identifies the French speakers first. Each of the same groups are given the identities of three different famous or celebrity French speakers from the Web site. They collectively write descriptive sentences for each one, and pass their three descriptions on to the next group to see if that group can successfully identify these celebs through the descriptive sentences. Students can play "Who am I?" with names drawn from a pool of celebrities known to all and announced the day before. The idea is that students with name labels on their backs try to guess their celebrity identity. There are two ways this might be done. In the first, students without labels on their backs are each given a different fact in French about the person whose name is on the label. Each time a student with a label on his or her back asks: "Qui suis-je?" the student asked simply reads the fact aloud. The idea is to count how many facts have to be given out before the student with the label can guess his or her identity correctly. The other way is for the students to break up into groups. Students with labels bearing the name of a famous French speakers or celebrities, ask yes/no questions in French to their respective groups. They must ask at least five questions before they are allowed to take their guess, five before the second guess, etc. The group with the best average of quick guesses wins. Another ac-

tivity is to get students to write short French biographies about the celebrities. How about this one? Have students explain in French the circumstances where each star is speaking French on video. Using the "Groups of famous French speakers" section, have students match names against disciplines, professions and trades, or vice versa, in groups selected by the teacher. Using this same section, have students write four or five questions each for a hypothetical interview with a famous French speaker of their choice. Using this section again, have students pair a famous American or Anglophone with a famous French speaker in the lists. In each case, students must state in French what makes the two similar. Judge the student responses on how detailed the parallels are. Ask students to explain in French which star or famous French speaker is their favorite and why. But wait; there's more. The web page introduction includes a link to an extensive list of activities using famous French speakers.

With 45.5 million Hispanics, and an increasing number who are bilingual and monolingual in Spanish, with 15.2 million Asian immigrants or those of Asian decent living in the U.S.,* it is more and more likely that we will hear this question from both students and parents: "So who in the world speaks French?" A simple geographical answer goes in one ear and out the other for people whose geography is the neighborhood and the room where they watch TV. On the other hand, Americans seem to always know and care about what celebrities do. After your students "ooh and ah" about the stars on this web site, you can get out maps and show them where 200 million more French speakers live.

TennesseeBob Peckham

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

*US Census Bureau News Release (May 1, 2008) www.census.gov/Press-Release/www/releases/archives/population/011910.html

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.

82^{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. 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]. L'horaire exact sera affiché en ligne dès qu'il sera confirmé. Vérifiez en ligne le programme final car il peut toujours y avoir des changements. Une description des ateliers se trouve à la page 28.

Sessions: vendredi 3 juillet

S210: Un Festin en tableaux

Intervenante: Marie-Simone Pavlovich, Northwestern University

Il s'agira ici de découvrir la représentation de la nourriture (natures mortes, repas, scènes de repas) dans la peinture française.

S211: Le Partitif ne m'énerve plus!

Intervenante: Linda Atwood, Crown Point High School (IN)

Are students struggling with the partitive? Assault their senses with visuals, smells, and actions. Imitate your favorite television chef and hold them spellbound.

S212: Assessing Student Performance

Intervenante: Linda Quinn Allen, Iowa State University

The speaker will presents ACTFL's Integrated Performance Assessment as a means of testing students on their competence within the framework of a contextualized authentic situation.

S213: L'Homme qui plantait des arbres

Intervenante: Sarah Jourdain, Stony Brook University

Giono's short story and Frédéric Back's animation offer a parable examining the generosity of one man's spirit. Participants will explore useful activities designed to promote comprehension and interpretation, environmental awareness, cultural literacy, and reflection on the themes.

S214: It's a Lot More Than Waffles

Intervenante: Kathleen Rhodes, East Chapel Hill High School (NC)

The presenter will demonstrate a unit on Belgium prepared for and completed this past year by advanced French students, inspired by the convention in Liege.

S215: Fun with FUNDamentals

Intervenante: Ellen Poquette, Black Hawk Middle School (MN)

The presenter will share ideas for mak-

ing the basics fun using music, pictures, games and chants.

S216: Create a Winning French Club

Intervenante: Genedi Shamburger, Parkview Baptist School (LA)

Learn basic steps to designing, coordinating, and maintaining a winning French club.

S217: Teaching French Civilization Online: Challenges and Rewards

Intervenant: Kevin Elstob, California State University, Sacramento

How do you focus on elements of French civilization and culture so that the vast number of up-to-date and authentic French material offered via the Internet become powerful teaching and learning tools rather than sources of counterproductive overload?

S220: La Simulation globale

Intervenante: Susie Hennessy, Missouri Western State University

La simulation globale offre une solution engageante pour améliorer les compétences écrites. Cette structure permet aux élèves de créer un monde virtuel et de jouer des rôles inventés par eux.

S222: Éducation et identité dans deux récits d'apprentissage beur et antillais

Intervenante: Michèle Bissière, University of North Carolina at Charlotte

L'intervenante examinera le rôle de l'école dans la quête identitaire de personnages issus de la «périphérie» en prenant comme exemples *La Rue Cases Nègres* et *Le Gone du Chaâba*.

S223: Using Podcasts in an Advanced French Class

Intervenantes: Stephanie Roulon et Geraldine Blattner, Pennsylvania State University

This study examines the effect of integrating podcasts. Both attitudes and language abilities of the learners were assessed. The results suggest not only that comprehension and pronunciation skills were enhanced, but that students' awareness of language variation had also increased.

S224: Senghor's Praise of Dr. Martin Luther King, Jr.

Intervenant: Edmund Campion, University of Tennessee, Knoxville

This presentation will examine Senghor's death elegy that connects the assassination of Dr. King with centuries of suffering, slavery, and colonialism in Africa.

S225: Marginalization and Liberating Rejection in the Novels of Sergio Kokis

Intervenant: Steven Daniell, Auburn Univer-

sity at Montgomery

In certain novels by Kokis, the male protagonists find themselves marginalized by older social norms. As these norms become obstacles to self-worth, the men must find new ways to define themselves.

S226: Lecture d'une BD délirante en classe de français avancé

Intervenante: Laurence-Marie Forberg, Riverside Brookfield High School (IL)

Philémon, le Naufragé du A, étude d'une BD à partir d'un dossier complet stimulant les capacités écrites et orales en vue de l'examen AP French Language.

S230: Student-Created Museums

Intervenante: Nicole Naditz, Bella Vista High School (CA)

What is a student-created museum? It is project-based, content-rich authentic assessment. All participants will receive the URL for editable versions of all materials on the Web.

S231: Exploring the European Union

Intervenant: Stephen Kiley, Quincy College

Wish you knew more about the EU in order to incorporate it into lessons that will interest students? Come to this teacher friendly session and find out all about it!

S232: AATF Book Club: autour du livre de Daniel Pennac, *Chagrin d'école*

Intervenants: Catherine Slawy-Sutton et Homer Sutton, Davidson College, Alice Strange, Southeast Missouri State University

Les intervenants présenteront divers aspects de ce roman qui met en scène l'école française dans la littérature du XX^e siècle.

S233: Film Dialogue: Culture, Language, and Art

Intervenant: Perry Moon, Stephen Austin State University

The presenter will show teachers how to help students appreciate the narrative, rhetorical, and aesthetic dimensions of dialogue. Students can employ their developing linguistic knowledge along with an understanding of the different artistic conventions and audience expectations.

S235: Designing Instruction for the AP French Language and Culture Course

Intervenants: Deanna Scheffer, Episcopal High School, James Monk, College Board

The future AP French Language and Culture course is a Standards-based curriculum structured around six themes. Participants will learn how to use the themes, recommended contexts, and essential

questions in the AP Curriculum Framework to design classroom investigations, activities, and performance assessments.

S236: «Sabler le champagne» dans la classe de français: un défi relevé

Intervenante: Linda de Serres, Université du Québec à Trois-Rivières

L'intervenante présentera trois outils connexes éprouvés. On verra des sketches humoristiques, on explorera un site Web participatif et on effectuera des jeux de réemploi.

S237: Education in Transition, from Truffaut's *L'Argent de poche* to Cantet's *The Class*

Intervenante: Debra Popkin, Baruch College CUNY

The presenter will focus on the evolution in French schools from *L'Argent de poche* to *The Class*. After viewing scenes from both films, participants will examine the pedagogical applications, compare the teaching styles, and discuss the challenges and the potential of education as a unifying force in today's multi-cultural society.

C238: Teacher Education E-portfolios

Intervenantes: Patricia Cummins, Virginia Commonwealth University, Nicole Thibault, CASLT

The University Commission is working with European partners and with CASLT to explore electronic language portfolios for teachers. Opportunities to use the ACTFL scale and the CEFR in a single portfolio Web site has been the hallmark of the Commission's work.

S240: Le Statut socio-économique et l'échec en éducation

Intervenante: Liberata Kadende, Pottsgrove School District (PA)

En comparant le système éducatif des pays pauvres à celui des pays riches, la cause des échecs analysés dans les écoles d'aujourd'hui n'est pas liée au statut socio-économique. S'il faut chercher les causes des défis de l'éducation, il faut plutôt prendre en considération d'autres paramètres qui sont surtout attachés à la culture de chaque société.

S241: More Effective Speaking Through Role-Play Activities

Intervenante: Randa Duvick, Valparaiso University (IN)

Role-play activities guide students toward original expression within focused structures, in the safety of a fictional persona. Learn to design role-plays that create a scaffolding for increasing mastery of oral skills at many linguistic levels.

E243: Volontariat dans la collectivité à Montpellier

Intervenante: Chantal Théry-Boyron, Institut méditerranéen de Langues & Services

L'intervenante parlera du développement des valeurs et aptitudes hors de la salle de classe selon les intérêts de chacun, du lien entre théorie et pratique et des bénéfices linguistiques, culturels et personnels immenses.

E244: Chambon-sur-Lignon & Other Miracles: The Kindness of Strangers

Intervenante: Joanne Silver, Beach Lloyd Publishers

Teach language in context with moving excerpts of memoirs of Magda and André Trocmé, who helped save thousands of Jews in the village of Chambon-sur-Lignon. Explore non-violent resistance further with additional, newly published memoirs and the Trocmés' contact with such figures as Rosa Parks, Martin Luther King, and Indira Gandhi.

C245: Navigating Toll-Free Telephone Trees in Canada

Intervenants: Eileen Angelini, Canisius College (NY), Warren Roby, John Brown University (AR)

The presenters will describe a project which sampled a common form of company-customer contact: toll-free numbers. Linguistic insights and potential pedagogical applications to the teaching of both language and international business courses will be examined.

C246: Actualité de l'éducation en France

Intervenante: Marie-Christine Koop, University of North Texas

Cette session proposera un état des lieux de l'éducation en France, à savoir les dernières réformes et initiatives concernant la réussite scolaire, l'apprentissage des langues, le baccalauréat, le projet de rénovation des lycées, et l'enseignement supérieur.

S247: La Légende

Intervenant: Jean-Yves Richard, Université McGill

Les contenus culturels se sont si bien imposés que leur maîtrise s'est hissée au rang d'une nouvelle aptitude à acquérir. Toutefois, ce n'est pas tout de saluer la présence de la culture dans son enseignement, encore faut-il s'assurer qu'elle facilite l'atteinte d'objectifs précis. L'étude du discours légendaire, lorsque jumelée avec l'approche par résolution de problèmes, offre des possibilités pédagogiques intéressantes.

S250: L'Américanisation de la France: économie et culture/s aujourd'hui

Intervenant: Michel Gueldry, Monterey Institute of International Studies

L'intervenant commencera par une clarification méthodologique car l'américanisation est souvent mal conceptualisée et sciemment manipulée. Il étudiera l'économie et les culture/s, discutant les problèmes et avantages de l'américanisation. Il discutera maints exemples d'américanisation de la vie quotidienne et médiatique et propose des exercices d'application.

S252: Sur les traces de Tintin à Chicago

Intervenante: Janine Spencer, Northwestern University

C'est à Chicago que commence et finit le voyage de *Tintin en Amérique*, album d'Hergé qui a influencé une vision des États-Unis qui persiste aujourd'hui. Nous mènerons ensemble une enquête visuelle de cette mégapole mythique pour découvrir les sources de documentation dont s'est inspiré son créateur.

S253: Creating a Course Around a Trip to France

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

Students study the history, geography, and culture associated with the places they will visit in France during spring break. The presenter will describe the goals for the course, the units, assessment measures, and fundraising activities, and provide examples of the students' reactions to the course and trip through blogs.

S255: À la rencontre des entreprises françaises aux États-Unis

Intervenante: Valérie Saugera, University of Connecticut

Établir des contacts entre la classe de langue et les entreprises françaises locales est une démarche à exploiter. Une étude approfondie de ces entreprises aiguë les connaissances culturelles, commerciales et économiques des étudiants, développera leur sens critique et rattachera leur apprentissage du français au monde professionnel.

S256: Facebook: Friend or Foe?

Intervenante: Christine Gaudry-Hudson, Millersville University (PA)

This presentation will discuss the pros and cons of incorporating Facebook as a tool for teaching and learning a foreign language.

E261: La Monarchie sous Louis XIV et son Grand Oeuvre

Intervenant: Jean-François Pouget, Maison de la France

Une conférence «spectacle» hors les ateliers traditionnels et dont le thème couvrira la période classique en France: la monarchie de Louis XIV et son Grand Oeuvre. On y croîra entre autres Louis, Vauban, Fouquet, Riquet, Molière, Sully, les Huguenots, etc.

Sessions: samedi 4 juillet**S310: Bring Moliere into the Classroom**

Intervenante: Jennifer Morrissey, North Park University (IL)

A demonstration of teaching strategies such as four corners exercises, anticipation guides, readers' theatre, book-in-a-box activities, book talks, inside-outside portraits, story maps, and pyramid think sheets as applied to several Moliere plays.

C311: Strategies for Scoring Big—in 10 Minutes or Less!

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

Come to this session and help develop activities that can be used as openers, closers or any timers! Samples provided!

S312: Photo Genesis 2—Students Using Language Through Photo Journals

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

Get students into the writing mood by the use of photo journals, made by taking digital photos and writing stories to match. The presenter will show examples done by her students based on the same set of photos.

S313: Le Grand Concours 2010

Intervenantes: Lisa Narug, Directrice, Grand Concours, Geneviève Delfosse, Thomas Jefferson High School for Science & Technology (VA)

Les intervenantes organiseront une session d'informations sur le Grand Concours, suivie d'un forum durant lequel le public aura la possibilité de poser des questions et de formuler des suggestions.

S315: A School Exchange Experience

Intervenante: Ann Sunderland, Truman High School (MO)

The presenter will discuss the benefits of establishing a school exchange as well as present details about the organization and maintenance of such a program.

S316: Les quêtes d'un meilleur monde dans la SF et la littérature utopique

Intervenante: Mary Theis, Kutztown University of Pennsylvania

Afin de promouvoir la lecture de la littérature française et francophone et de la lier à l'histoire des idées, donnons aux étudiants ce qu'ils aimeraient lire: les géants de la SF et de la littérature d'anticipation et utopique. Les extraits de plus en plus longs de cette littérature divertissante attaquent la phobie de la lecture plus difficile.

S317: Exploring New Worlds

Intervenantes: Eileen Angelini, Canisius College (NY), Myna Bell Rochester, Independent Scholar (CA)

The presenters offer techniques to help

students enjoy literary materials, using them to deepen and broaden speaking, reading, writing, and cultural understanding.

S321: Activités autour de Persépolis de Marjane Satrapi

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

Satrapi, coréalisatrice de *Persépolis*, tresse méticuleusement l'histoire, le politique et l'intime dans une oeuvre largement plébiscitée par le public. L'intervenante proposera différentes façons d'aborder *Persépolis*, en tant que représentatif du genre, récit de jeunesse et témoignage sur l'histoire moderne.

S322: Culture populaire et culture scolaire: l'éducation d'un public

Intervenante: Christine Lac, Carleton College (MN)

Présentation, analyse et exploitation pédagogique d'oeuvres récentes (Gavalda, Barbery, Abd Al Malik) d'un point de vue socioculturel. L'intervenante analysera le discours populaire et érudit de ces textes qui reflètent l'éducation sociale et l'instruction scolaire du grand public et son époque.

S323: Lucie Aubrac: héroïne de la Résistance

Intervenante: Barbara Barnett, Agnes Irwin School

Comment enseigner le rôle important joué par les femmes dans la Résistance? C'est à travers la vie de Lucie Aubrac, héroïne de la Résistance. Les participants recevront de nombreux exemples de documents pour créer leurs propres unités sur les femmes et la Résistance.

S324: Effective Strategies and an In-depth Look at Question Asking Reading

Intervenante: Kimberly Buescher, University of Massachusetts Amherst

The presenter will provide a brief overview of current reading strategies, literacy approaches to reading, Vygotsky's Sociocultural Theory, and Cole's Question Asking Reading method. The presentation will also take a more in-depth look at a specific application of QAR to a French classroom, the results, and implications.

S325: Defining «Art» in Reza's Art

Intervenant: Will Thompson, The University of Memphis (TN)

The presenter will examine the concept of "art" in Yasmine Reza's acclaimed play, which depicts three men whose friendship seems threatened by the purchase of an expensive, minimalist painting. Their varied reactions precipitate a lively discussion about the definition of "art."

S326: François Mauriac and the Tyranny of Passion in Selected Works

Intervenant: Robert Stanley, University of Tennessee at Chattanooga

The presenter will show Mauriac's portrayal of the tyranny of passion and to demonstrate how he allows grace to operate in his novels. Perhaps those attending this session might be inspired to read (or re-read) some of the masterpieces of this gifted writer of French prose.

S327: Histoire de la langue française au Québec

Intervenante: Bernadette Theisen, Alliance française

L'intervenante propose un voyage à travers l'histoire de la Belle Province et les apports linguistiques qui en ont découlés. Elle examinera la différence entre le français de France et le français du Québec.

C330: Promoting French through Films

Intervenantes: Joyce Beckwith, Wilming-ton High School (MA), Dolliann Margaret Hurtig, Louisiana Tech

The presenters will introduce a new selection of Francophone films including *Entre les murs*. Handouts with study guides, projects, activities, assessments, and Web quests. Participants may also share their own successful promotional initiatives.

S331: SOS Racisme

Intervenantes: Anne Jensen, Gunn High School (CA), Connie Fredericks-Malone, Carole Fredericks Foundation

The presenters will focus on the idea of racism in the French-speaking world. Through the use of texts, music, and video they will share materials that challenge students' critical thinking and make them aware of the reasons racism has developed and progress that has been made to promote tolerance in French society.

S333: La Littérature, c'est pour qui?

Intervenante: Alice Cataldi, University of Delaware

Des extraits littéraires de Pagnol et de Maupassant servent à encadrer le programme d'études. L'enseignant se sert de stratégies d'apprentissage pour accrocher les élèves et les mener à apprécier la littérature, à développer leur répertoire lexicale et à raffiner leur style d'écriture.

S335: L'Année 2008 au Québec

Intervenants: Madeline Turan, SUNY Stonybrook, Louise Pilon Graham, David Graham, Clinton Community College (NY)

Venez explorer les événements majeurs du 400^e anniversaire de l'arrivée de Champlain, les spectacles musicaux, la visite du Président Sarkozy, les élections fédérales et provinciales, le débat sur les accommodements raisonnables, le

réchauffement de la planète, la crise financière et pleins d'autres informations.

S336: Grammar Instruction in French and TA Training/Teacher Preparation

Intervenantes: **Sarah Jourdain**, *Stony Brook University*, **Carolyn Gascoigne**, *University of Nebraska at Omaha*, **Wynne Wong**, *Ohio State University*

The presenters will address the importance of preparing future teachers to teach grammar, the challenges inherent in this mission, and the techniques of grammar instruction that need particular reinforcement. Topics will include Input Enhancement, inductive grammar presentations, avoidance of mechanical grammar practice.

C337: New Advocacy Kit to Empower Your French Program

Intervenantes: **Margot Steinhart et Janine Spencer**, *Northwestern University*, **Randa Duvick**, *Valparaiso University*, **Eileen Walvoord**, *Niles North and West High Schools (IL)*

See how the documents in the new AATF French Language Advocacy Kit can help teachers better answer the question of why study French and prepare parents to support their children's French program.

S338: Pot-pourri sur la Belgique

Intervenante: **Carole Marissael**, *Narbonne High School (CA)*

Venez découvrir le "Plat Pays" à travers ses bandes dessinées, ses légendes, sa mode, sa gastronomie, ses belgicismes et d'autres sujets qui intéresseront les élèves.

S340: Cancan!

Intervenante: **Angela Elsey**, *University of California Santa Cruz*

Au 19^e siècle le cancan est devenu le spectacle pour «girls» que nous connaissons. Des images et des clips permettront de voir l'évolution du cancan, et on étudiera les danseurs les plus célèbres.

S342: A Multimedia Play

Intervenante: **Véronique Olivier**, *Chapman University (CA)*

Production et présentation d'une pièce originale entièrement écrite et conçue par des étudiants à l'aide du multimédia.

S343: Deux écoles, deux maîtres et un élève dans le film *Keita*

Intervenante: **Martine Boumtje**, *Southern Arkansas University*

L'intervenante se propose d'analyser les défis auxquels font face les tenants de la philosophie de l'intégration des programmes d'éducation en milieu multiculturel.

S344: Using the Target Language

Intervenante: **Christine Lanphere**, *Natomas High School (CA)*

Using the target language from the beginning is challenging, but giving your class a target language environment will increase proficiency.

S345: Bienvenue chez les Ch'tis: découverte d'une région, d'une culture et d'un patois

Intervenante: **Nathalie Degroult**, *Siena College (NY)*

L'intervenante proposera l'utilisation du film comme tremplin pédagogique pour aider nos étudiants à découvrir le Nord-Pas-de-Calais, une région riche par son histoire, sa culture et son patois ch'ti.

S347: L'Enseignement supérieur et ses défis

Intervenants: **Ali Karami-Ruiz et Homer Sutton**, *Davidson College (NC)*

Les intervenants examineront le programme «Conventions d'éducation prioritaire» de l'Institut d'Études politiques qui consiste à recruter des élèves par une méthode de sélection rigoureuse et ensuite les réformes universitaires sous Valérie Pécresse, ministre de l'Enseignement supérieur et de la Recherche.

S348: Ali Dilem's Daring Drawings

Intervenant: **Yves Magloe**, *Pasadena City College (CA)*

Undeterred by death threats, imprisonments, and fatwas, Algerian cartoonist Dilem casts a daring look at Islamism, Algerian, French, and American politics... and... Zidane. Selected cartoons are shown thematically and contextualized with an eye toward how Dilem manages to hold saber-rattling mullahs and gun-wielding generals at "pencilpoint."

S350: Teaching Students in Mixed-Age College French Classes

Intervenante: **Deborah Levin**, *College of Marin (CA)*

The presenter will describe instructional strategies in one community college French department. Participants will problem solve lesson planning and material development to facilitate learning in mixed-age classes.

S352: Un Site pour enseigner les langues et cultures de la Francophonie

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

Vues de la Francophonie s'adressent aux professeurs de français désireux d'intégrer des films dans leur enseignement. Le site comprend des films en français pour lesquels on propose des activités et dossiers

permettant l'exploitation pédagogique du film dans un cours de littérature, langue ou la civilisation de la Francophonie.

S353: Teaching the European Union and Building an Exchange Program

Intervenante: **Robin McMahon**, *Chapel Hill Carrboro City Schools (NC)*

Learn how to access EU lesson plans as well as infuse this topic across all curriculums. Motivate students by enrolling in the Euro-challenge, celebrating Europe Day and offering funding for exchange programs.

S354: Madame Campan's *De l'éducation*

Intervenante: **Catherine Montfort**, *Santa Clara University (CA)*

The presenter will lay out the circumstances that led to the foundation of Mme Campan's school, examine her basic beliefs and the course of instruction which arose from them, and assess the originality of the school and the reasons for its success.

S355: Between Language and Literature

Intervenante: **Margaret Sinclair**, *Northwestern University*

The presenter will describe a model for a university-level writing/grammar course which economically introduces students to thinking and writing about literary texts without sacrificing the language review necessary at this level.

S356: French National Education in Literature

Intervenante: **Mary Anne O'Neil**, *Whitman College (WA)*

This presentation will examine literary reflections on national education from Marcel Pagnol's *La Gloire de mon père* to Azouz Bégag's *Le Gone du Chaâba*.

S357: Education, progression sociale et aliénation familiale dans *La Place*, *Le Gone du Chaâba* et *Ils disent que je suis une beurette*

Intervenante: **Melanie E. Collado**, *University of Lethbridge*

L'intervenante parlera du sentiment d'aliénation familiale que peut créer l'instruction. Il s'agit d'une analyse de trois romans qui, tout en témoignant du succès de l'intégration sociale, révèlent le sentiment d'exil ressenti par les protagonistes

S360: Multi-Level Collaboration Within and Beyond the Classroom Community

Intervenante: **Marie Schein**, *Texas Christian University*

Wikis are useful tools that invite collaboration and co-construction in a communal space where language learners can meet, negotiate meaning, and develop writing skills. This interactive presentation will show

two different applications of the wiki.

C363: French Bérêts to the Rescue!

Intervenantes: Suzanne Hendrickson, University of Missouri - St. Louis, Jo Ellen Sandburg, AATF Honorary Member

Program coordinators will discuss the goals and procedures of the AATF Tête-à-Tête teacher-to-teacher mentoring program; colleagues currently working together will talk about their experiences.

S364: How to Work with Counselors to Promote the Study of French

Intervenant: James Malone (NY)

We will define the specific challenges teachers face in promoting and maintaining the study of French and then provide some effective strategies that will be helpful as they communicate with students and parents, school counselors, administrators and other members of the school community.

S365: Le Contact linguistique

Intervenant: Peter Machonis, Florida International University

Nous verrons à quel point les variétés de français reflètent le contact linguistique prolongé avec d'autres langues nationales, telles que le néerlandais en Belgique et l'allemand en Suisse.

S367: Using Radio France

Intervenant: Brian Kennelly, Cal Poly, San Luis Obispo

The presenter will explore how the myriad podcasts available through Radio France might most effectively be integrated into the classroom and discuss techniques for their use outside the classroom as well.

Sessions: dimanche 5 juillet

S411: La Musique québécoise 2008

Intervenants: Louise Pilon Graham, David Graham, Clinton Community College (NY), Madeline Turan, SUNY Stonybrook

Venez explorer la scène musicale de l'année 2008. La musique populaire représente une source toujours renouvelable qui produit des réactions positives chez les élèves.

S412: Salut Sarko! Introducing Monsieur le Président to Your Students

Intervenante: Joyce Beckwith, Wilmington High School (MA)

The presenter will share an interdisciplinary classroom project on Nicolas Sarkozy which also includes family genealogies, fashion, Mme Bruni's music/modeling and the French and U.S. election systems and the two current Presidents.

S413: Building Interpersonal Communication in Advanced French Classes

Intervenante: Sister Mary Helen Kashuba, Chestnut Hill College (PA)

The use of interviews with characters in short stories, cultural readings, and novels can foster communication. The presenter will give examples based on culture and literature classes.

S414: Simplified Method for French Pronunciation

Intervenante: Marilyn Carter, College of San Mateo / Foothill College

Inspirée par une bourse pour étudier les méthodes de l'Alliance française et modifiée pour tenir compte de la langue maternelle des étudiants, cette méthode évite l'alphabet phonétique international en faveur d'un tableau de «mots modèles».

S415: Projets pour explorer le monde francophone

Intervenante: Jayne Abrate, Southern Illinois University

L'intervenante parlera de projets multi-dimensionnels qui pourrait inciter les élèves à une exploration approfondie du monde francophone.

S421: The French Alphabet and TPRS

Intervenante: Maria Hornstein, Brookside Upper Elementary School (NJ)

The presenter will examine a way to teach French through TPRS. It centers around learning French in context of a student-created story. The idea utilizes kinesthetic, visual, and auditory approaches of learning.

S422: Faire de la grammaire autrement

Intervenante: Bernadette Takano, University of Oklahoma

L'apprentissage de la grammaire doit être un moyen grâce auquel l'étudiant se fait comprendre. Il ne s'agit plus d'enseigner une règle grammaticale suivie d'exercices mécaniques, mais de laisser à l'étudiant la joie de découvrir le fonctionnement de la langue grâce à des exemples qui suscitent son intérêt.

S423: Divers Aspects de l'apprentissage

Intervenant: Hilmi Alacakli, Université de Matmara Istanbul

L'intervenant parlera de plusieurs théories d'apprentissage, parfois opposées, qui tentent d'expliquer le phénomène: la tendance humaniste, behavioriste, cognitiviste et constructiviste.

S424: The Little Prince from the Big Apple

Intervenant: Paul Creamer, East Stroudsburg University (NY)

Le Petit Prince was, counterintuitively, written and initially published in the U.S. The presenter will describe the wartime conditions that caused the «bi-national» birth of the work and will present ways teachers and students can explore this complicated parentage in order to better understand the text's themes.

ADVOCACY SITES

The advocacy site created by "Tennessee Bob" provides information to support French programs at all levels. A number of template sites for state advocacy of French are on-line. 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]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- 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 French Facts [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/winfrfrench/index.htm]

ACADEMIC CREDIT FOR THE 2009 CONVENTION IN SAN JOSE

The AATF is pleased to be able to offer 2009 San Jose 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 \$135. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 2 and concluding on Sunday, July 5.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday, July 2.
- 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.

- 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, 2009**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 29-30. 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 29-30) is required (\$30 per workshop).

Thursday, July 2 (afternoon)

W115: Destination francophone: La Belgique!

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

La Belgique, ce n'est pas seulement le chocolat, les gaufres et les frites! Cette intervention interdisciplinaire vous propose de nouvelles connaissances pour utiliser dans votre salle de classe: l'Union européenne, Tchantchès, les Schtroumpfs, Magritte! Un grand dossier sera donné à chaque participant pour célébrer la culture belge!

Thursday, July 2 (afternoon)

W116: Who is Carole? Infinite Portraits and Possibilities

Intervenantes: Alice Cataldi, University of Delaware, Rebecca Fox, George Mason University (DE), Anne Jensen, Gunn High School (CA), Connie Fredericks-

Malone, Carole Fredericks Foundation

Participants will view excerpts from a DVD depicting archived, not previously available interviews with Carole Fredericks in various situations and contexts that will serve to frame the curriculum. Teachers will "meet" Carole Fredericks, experience some of her fascinating life in France, and use footage from the DVD to create exciting, authentic, Standards-based learning activities for their classrooms. Handout.

Sunday, July 5 (morning)

W411: Using Literature to Discuss the Role of Education in Creating Francophone Identities

Intervenant: Jaron Hightower-Mills, New York Military Academy

The presenter will work collaboratively with participants to create best practices on how to discuss with students the social complexities and identity problems of being an immigrant or colonial student in the French education system. Selections from novels by Soraya Nini, Mehdi Cherif, and Mariama Bâ will be used as example class material.

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

**AATF ON-LINE STORE NOW OPEN!
MEMBERSHIP RENEWAL, MATERIALS, CONVENTION**

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 82nd ANNUAL CONVENTION: SAN JOSE, JULY 2-5, 2009

Please print all information.

Name: _____ School Affiliation: _____
(as you would like them to appear on your badge)
Address: _____
City: _____ State/Province: _____ Zip: _____
Country _____ Telephone: (home) _____ (work) _____
Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, opening wine and cheese reception, *dictée*, and a *mallette du congrès*. Early-Bird Registration will be accepted if postmarked by **May 1, 2009**, and Pre-Registration will be accepted if postmarked by **May 30, 2009**. After this date, late registration will apply.

• Early-Bird Registration fee (if postmarked by May 1, 2009)	\$200	_____
• Regular Preregistration fee (if postmarked by May 30, 2009)	\$250	_____
• Full Regular Registration (if postmarked by May 30, 2009, available only to regular registrants; those in other categories should register for optional activities separately (includes Welcome Luncheon, Awards Banquet & tee-shirt)	\$300	_____
• Late or on-site registration fee (after May 30, 2009)	\$275	_____
• Emeritus registration (must be an AATF Emeritus member)	\$125	_____
• Student registration (must be an AATF Student member)	\$125	_____
• Friend/Guest of AATF member (must not be a French teacher)	\$125	_____

Please provide name of friend/guest(s) _____

• 2009 Membership in AATF (required if you are not already a member for 2009)	\$55 US	_____
• 2009 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 28 in this issue.

Thursday, July 2 (afternoon)

W115: Destination francophone: La Belgique! (Janel Lafond-Paquin)	\$30	_____
W116: Who is Carole? Infinite Portraits and Possibilities (Fredericks-Malone, Jensen, Fox, Cataldi)	\$30	_____

Sunday, July 5 (morning)

W411: Using Literature to Discuss the Role of Education in Creating Francophone Identities (Jaron Hightower-Mills)	\$30	_____
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SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

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

Pre-convention Excursion: Monterrey (Thursday, July 2)	\$40	_____
Academic Credit through Webster University (one-hour graduate credit, see page 28)	\$135	_____
AATF Welcome Luncheon (Thursday, July 2, 12:00-2:00 p.m.)	\$45	_____
AATF Awards Banquet (Saturday, July 4, 7:00-9:00 p.m.)	\$68	_____
Post-convention Excursion: San Francisco & Wine Country (Sunday-Monday, July 5-6)	\$360	_____
supplément pour inscription après le 30 mai	+ \$50	_____
supplément pour chambre individuelle	+ \$65	_____
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.

San Jose Souvenir Tee-Shirt:

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

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

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

"Laissez les bons temps rouler!" Tee-shirt

	M or L or XL	_____	at	\$15	_____
	XXL	_____	at	\$16	_____

Fables de la Fontaine Tee-shirt: "Le Lièvre et la tortue"

	S or M or L or XL	_____	at	\$15	_____
	XXL	_____	at	\$16	_____

SUB-TOTAL TEE-SHIRTS

TOTAL PAYMENT DUE:

_____ This is my first AATF convention.

_____ I am interested in finding a roommate for the San Jose 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: _____

3-digit security code: _____ Billing address if different from previous page.

REFUND POLICY: Requests for refunds must reach National Headquarters no later than **July 1, 2009**. A \$50 fee will be assessed to cover administrative costs. NO refunds after July 1, 2009. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733.

MOTS CHASSÉS

Exercices sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 82, No 1, October 2008. Le corrigé se trouve à la page 12.

- I. Mettez en langage familier les phrases/mots soulignés suivants.
1. Ce chanteur a fait plusieurs fausses notes.
 2. Aujourd'hui il pleut très fort.
 3. Il se met en colère pour un oui pour un non.
 4. Mon voisin est solitaire et peu poli.
 5. Que ce film était triste! Nous avons pleuré à chaudes larmes.
- II. Remplissez les blancs à l'aide de *ceux qui*, *ce que*, *ce qui* ou *ce dont*.
1. Il a une fièvre de cheval _____ l'empêchera d'aller travailler.
 2. _____ l'employé s'est plaint, c'est d'avoir été traité d'âne bête.
 3. _____ s'ennuient en classe font des cocotes en papier.
 4. Le restaurant ne servait plus de faisan, _____ nous avons déploré.
 5. Les femmes jacassent tout le temps, _____ est totalement faux.
 6. L'enfant fut rappelé à l'ordre, _____ le fit pleurer.
 7. Nous traiterons de cochons _____ mangent salement.
 8. _____ je préfère dans le cochon, ce sont les pieds.
 9. _____ nous nous réjouissons c'est de partir en vacances.
 10. On le traita d'escroc, _____ il n'apprécia pas.
- III. Remplissez les blancs à l'aide de *quelque* ou *quel que*.
1. _____ soient les insultes ne répliquez pas.
 2. _____ vulgaires que soient ces insultes, ne répliquez pas.
 3. Il vous rattrapera _____ rapidement que vous marchiez.
 4. _____ puisse être la température extérieure, nous sortirons quand même.
 5. _____ soit sa réputation je t'interdis de la fréquenter.
- IV. Mettez les phrases à la forme négative (*sans*, *ne...pas*); attention aux changements.
1. Il pleut toujours à verse dans votre région.
 2. Les invités ont déjà commencé à manger les grenouilles.
 3. Il a commencé de neiger il y a deux heures et il neige toujours.
 4. Quelqu'un a lu la rubrique des chiens écrasés.
 5. Il a vu quelque chose de louche derrière la maison.
- V. Relevez dans chaque phrase un mot qui ne convient pas; remplacez-le.
1. Il a traité de sardine ce proxénète.
 2. Ma voisine jacasse comme une poule.
 3. Le traître! Il m'a fait un coup en veau.
 4. Aujourd'hui il fait un froid d'ours.
 5. Il fait un vent à décorner les buffles.
- VI. Remplacez les blancs avec les mots/phrases qui semblent convenir.
1. Cette femme va se faire faire une liposuction pour _____.
 2. Je refuse de lui pardonner, je lui _____.
 3. Mon fils a trouvé un chat perdu, il va le confier à _____.
 4. La morue se prépare généralement avec _____.
 5. «Enlève cette vilaine robe, elle te va comme _____».

Colette Dio, Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 34, No. 4 (April 2009). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

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

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

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

There is no deadline for this award. The nomination form is posted on the AATF Web site and can be found on page 36.

12TH ANNUAL FRENCH PLAY AT WHITTIER COLLEGE

About 175 Francophiles of all ages came to see Samuel Beckett's *Krapp's Last Tape* / *La dernière bande* at Whittier College during National French Week. This was a unique evening in the annals of Beckett's performances. The audience saw *Krapp's Last Tape* played in English by Rick Cluchey, San Quentin Drama Workshop, before viewing its performance in French by Claude Beauclair, Inter-Europe Spectacles. Claude Beauclair's stage work and facial expressions brought to life every word of Beckett's stage notes. On the other hand, Rick Cluchey, who performed under Beckett's supervision later in his life, gave a minimalist direction to the play through his tight acting. Both performances reinforced the pervading theme of time present all through Krapp's remembrance of things past. The show was followed by a Q&A session with the actors.

The two performances cost \$8 per ticket. This small fee was affordable to students and it covered some of the expenses. As in previous years for the celebration of National French Week, our audience came from all parts of the larger Los Angeles region. This Beckett show attracted particularly students from our French, English, and Theater classes. The show was advertised through the Southern California Chapter, on the Cultural Events page of the Los Angeles French Consulate, on the Ruth B. Shannon Center for the Performing Arts' Web site, and on my Web site.

I am extremely thankful to David Palmer, Theater Manager of the Ruth B. Shannon Center for the Performing Arts, for inviting Rick Cluchey and for his sponsorship of the English portion of this program. His team, including Ron Maurer, Operations Assistant, contributed greatly to the success of this evening. I am equally indebted to Vice-President for Academic Affairs Susan Gotsch, Faculty Master of Garrett House Jennifer Holmes, Modern Languages & Literatures Dept. Chair Andy Wallis and colleagues at Whittier College. In addition, this event would not have been possible without grants from the AATF and the Southern California Chapter. In particular, I wish to thank Amy Likover, Jacki Williams-Jones, and Emmanuelle Remy-Riley.

Lastly, I am very grateful to all the professors, students, and members of the Los Angeles community who keep on coming back to Whittier College for this annual celebration of National French Week! *Vive la Semaine du Français!*

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

NATIONAL FRENCH WEEK GRANTS FOR 2009

The AATF is pleased to announce that the Executive Council has approved funding for additional Grants for National French Week 2009 which will again take place November 4-10. 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, 2009**. The original application materials should be submitted to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

TCHANTCHÈS LE LIÉGEOIS

Connaissez-vous Tchantchès? Si vous avez assisté au Congrès de l'AATF en juillet à Liège en Belgique, vous avez certainement fait sa connaissance puisqu'il est la mascotte des Liégeois. Quant à moi, je suis tombée sur lui par hasard, lorsque je cherchais une histoire pour encadrer ma présentation. Inutile de vous dire, que, par la suite, Tchantchès et sa bien-aimée Nanès sont devenus nos amis presque intimes puisque nous étions entourés par des témoignages de ces deux personnages légendaires...! La légende est la suivante:

Nous sommes en 760 dans la bonne ville de Liège en Belgique. C'est le mois d'août et un bébé vient miraculeusement de voir le jour entre deux pavés du quartier «Djus-d'la-Moûse» au-delà de la Meuse. C'est un quartier mal aimé, méprisé même, des bourgeois de la ville. Il y a là-bas tout un peuple d'artisans, d'ouvriers et de commerçants qui vit en bonne intelligence dans un esprit d'entraide et avec un amour de la liberté.

La naissance de ce bébé rose et potelé se répand de ruelle en impasse et chaque habitant veut voir le nouveau-né. Quelle n'est pas la surprise des habitants de l'entendre gazouiller. Il s'éclaircit la voix puis se met à chanter. La chanson qu'il chante est loin d'être anodine; c'est une chanson à boire et il l'entonne à pleins poumons: «Allons la Mère Gaspard, encore un verre, encore un verre!»

Chacun se propose alors pour adopter un enfant aussi peu ordinaire. Les boulangers veulent l'élever avec leurs deux enfants; il ne manquera jamais de pain, il sera bien entouré, bien aimé. Leurs voisins protestent. Ils n'ont déjà pas le temps de s'occuper de leurs enfants qui traînent dans les rues tout au long du jour. Que feraient-ils avec un enfant de plus? Le mineur propose de le prendre chez lui: «Nous avons déjà cinq enfants, un en plus ne nous fait pas peur». Les voisins trouvent à redire. Ils n'ont déjà pas de quoi nourrir leur progéniture et se serrent la ceinture du 1^{er} janvier au 31 décembre.

Un peu à l'écart, à quelques pas du gros de la foule, un couple regarde le bambin avec des yeux remplis d'amour. Ils rêvent depuis si longtemps d'avoir un bébé. Timidement, ils s'avancent, main dans la main. «Nous pourrions peut-être le prendre chez nous. Nous lui donnerons de la tendresse et de l'amour. Nous n'avons pas d'enfant et une grande maison». «Bonne idée! dit le charcutier. Qui plus est, vous habitez au centre du quartier. Nous pourrions ainsi voir souvent

l'enfant. Il sera un peu notre enfant à tous et nous veillerons à ce qu'il ne manque de rien». «Maintenant il faut lui donner un nom!» dit le poissonnier. «Appelons-le François! dit la mercière, c'est un nom joli et facile à retenir».

Ainsi fut fait. Cependant au quartier Djus-d'la-Moûse, personne ne l'appelle François mais Tchantchès, un diminutif qui lui va plutôt bien. Le garçon est gai comme un pinson, toujours souriant. Il rit dès son lever et seule une chose le met en colère. Il ne peut supporter de voir un



Tchantchès et son épouse Nanès

réceptif contenant de l'eau.

Pour nourriture, il reçoit des harengs saur qu'il trouve fort à son goût. Mais le hareng saur est excessivement salé et enflamme son gosier. Son père, à l'insu de sa femme, lui donne des biscuits trempés dans du Peket, un alcool de genièvre dont raffolent les Liégeois, qu'il aime beaucoup.

Le jour du baptême de Tchantchès, toute la population s'est donné rendez-vous à l'église. Il y a tant de monde dans le bâtiment, qu'un mouvement de la foule déstabilise la marraine qui laisse échapper son filleul. Il vient heurter son nez sur le bord du baptistère. Il n'en faut pas plus pour qu'une rumeur se répande: Tchantchès est devenu invulnérable.

Au fil des ans, son nez enfle, grossit, atteint une grandeur démesurée. Ses parents dépensent une fortune en baume et onguents de toutes sortes. Hélas! rien n'y fait et le visage de Tchantchès devient difforme. Grâce à sa gaieté naturelle, son

énorme nez ne le rend pas foncièrement laid mais plutôt drôle. Il devient même le modèle des masques de carnaval.

Un jour, qu'il attrape la rougeole, le médecin lui prescrit de boire un verre d'eau ferrugineuse chaque matin pour le guérir. Sa maman rassemble dans une marmite remplie d'eau tout ce qu'elle possède comme objets en fer : des clous, des fers à cheval, des vieilles clés. Chaque matin, elle prélève un verre de cette mixture. Ce n'est pas bon du tout mais Tchantchès est un enfant obéissant qui ne veut surtout pas faire de peine à sa mère. Il vide son verre d'un trait en faisant un terrible grimace.

Un matin, il vide son verre comme à son habitude mais un morceau de fer reste coincé dans son gosier. Il ne peut plus lever ni baisser la tête, seulement la tourner de droite à gauche et de gauche à droite. Comme il aime tout particulièrement regarder les nuages, il prend l'habitude de se coucher sur le dos pour les contempler. Pour regarder les insectes sur le sol, il se couche sur le ventre. Sa joie de vivre n'est pas altérée pour autant.

Tchantchès grandit. En se regardant dans le miroir, il se rend compte de sa laideur. Il a honte, il est de plus en plus malheureux. Il ne sort de sa maison que le soir ou lorsqu'il est certain de ne rencontrer personne dans la rue. Il souffre atrocement de la solitude alors qu'il est fait pour rire, pour chanter et être bon avec le monde.

En 770, il vient d'avoir dix ans. À l'approche du 15 août et des fêtes de l'Assomption, les habitants recherchent activement celui qui acceptera de jouer le rôle de Saint Macrew. Personne ne veut se balader toute la journée dans une chaise à porteurs, le visage maculé de suie et devant subir les quolibets des villageois. Tchantchès, las de solitude, se propose et plutôt que de plier l'échine sous les plaisanteries, il répond du tac au tac ce qui lui vaut l'admiration de tout le quartier.

La laideur est peu de chose et l'humour et l'intelligence la font bien souvent oublier. Il a été sacré «Prince de Djus-d'la Moûse» et rencontre bien d'autres aventures. On dit qu'il est enterré place de l'Yser là où s'élève encore aujourd'hui sa statue. Si vous passez par Liège, dans ce quartier, regardez bien... vous le rencontrerez certainement car il est immortel.

Comment exploiter cette légende dans vos cours?

Tout d'abord, il faudra raconter

l'histoire d'une façon interactive. Pour arriver à vous faire comprendre, il serait utile d'adapter le langage à un niveau compréhensible aux élèves tout en faisant attention à ne pas omettre les détails importants. En plus, vos élèves apprécieront et suivront le déroulement des événements si vous vous servez d'objets et d'images pour concrétiser et illustrer le message. Un plan de la ville de Liège, une marionnette de Tchantchès, un clou et ainsi de suite mettront l'élève sur la bonne piste. Vous trouverez tout ceci sur Internet.

Puisque l'histoire est riche en détails culturels, historiques et régionaux, elle s'adapte facilement à l'enseignement et pourrait sans doute engager nos jeunes élèves curieux de découvertes. En outre, les jeunes adolescents n'auront aucun mal à s'identifier avec Tchantchès, qui, comme l'histoire nous le rapporte, se trouve face à plusieurs obstacles insurmontables à première vue—handicap, manque de beauté et ainsi de suite. La morale, pourrait toucher en particulier les adolescents qui se sentent souvent très mal dans leur peau s'imaginant laids, maladroits et souvent dépourvus d'intelligence.

Pourquoi ne pas profiter des thèmes importants qui se dégagent de cette histoire et s'en servir de telle sorte que les leçons de vocabulaire et de grammaire ne seront plus des exercices linguistiques mais plutôt des échanges d'idées qui tiennent au cœur de nos élèves? Le sens de communauté, la solidarité, le courage, l'estime de soi et la beauté qui se dégagent de cette histoire remplacent les thèmes peu intéressants qu'on trouve souvent dans les manuels de classe. En vous servant de cette légende comme point de départ, vous arriverez à ancrer les nouvelles données dans la tête et surtout dans le cœur de vos jeunes apprenants! Je vous préviens, qu'ils n'oublieront jamais Tchantchès!

Allez-y! Présentez Tchantchès à vos apprenants. Vous serez ravis des résultats de vos efforts. Bon courage et n'hésitez pas de me contacter si vous avez des questions.

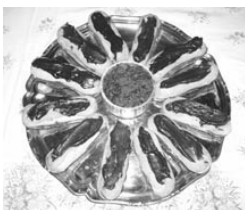
Alice K. Cataldi

Déléguée de la Région IV
[acataldi@udel.edu]

UPCOMING AATF CONVENTIONS

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

- San Jose (July 2-5, 2009)
- Philadelphia (July 4-7, 2010)
- Montreal (July 2011)



AATF COOKBOOK: CUISINER ET APPRENDRE LE FRANÇAIS



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 (\$40 non-members).

Name: _____

Address: _____

City, State, Zip _____

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

NEW! ARMES DE PARIS MEDAL

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



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

Name: _____

Address: _____

City, State, Zip _____

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

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. [address@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

JOIN THE “POURQUOI TAKE FRENCH?” VIDEO CONTEST

Since the release of the new Étienne CD “Le Retour,” the song “Pourquoi Take French?” has become a hit with teachers all over the world. Inspired by enthusiastic comments from teachers, we have created a \$500 Video Prize contest. To enter:

1. Introduce the song “Pourquoi Take French?” to your students.
2. Using the song “Pourquoi Take French?” the accompanying worksheets and post-activity project to promote French in your school and community, have your students get in groups of 1-5 and create a music video that answers the question “Pourquoi Take French?” emphasizing the many research-based reasons highlighted in the song.
3. Enter your video(s) in one of two ways:
 - a. E-mail your video entry to [info@educorock.com] along with your name, school name, and the grade level of the students. Or mail your video(s) to World of Reading, Box 13092, Atlanta, GA 30324-0092.
 - b. Post your video on [www.teachertube.com] with the title “Pourquoi Take French Contest Entry” (and your school name and grade level). Then, e-mail us the URL of your entry along with your name, school name, and grade level to the students to [info@educorock.com].

There is no limit of videos per school. You must be an AATF member to win. Videos will be judged on presentation and the ability of the video to display the facts presented in the song “Pourquoi Take French?” The winner of the \$500 prize package will be announced at the AATF Convention on July 3, 2009 in San Jose, California.

The total prize package includes a \$200 cash prize (divided equally among the students of the winning group) and over \$300 worth of educational prizes for the winning school including posters, t-shirts, CDs, and other great educational resources from Educorock Productions, Inc., and World of Reading.

All entries must be in by **June 10, 2009**. Contact Educorock Productions, Inc., at [info@educorock.com] or (519) 978-9899 for more details.

VISIT
theworldspeaksfrench.org

Pourquoi Take French?

Words and Music: Étienne

Pourquoi take French, I heard you ask
Well sit back and relate as I kick your aspirations into gear,
You've got nothing to fear, when you learn a second language
Opportunities appear, I know many languages, I'm having fun
A lot more than I would be, if I was stuck with one
Yeah, I learned French in school, not in my home
Mais je parle français wherever I may roam
Yeah, I've been to Rome, Barcelona and France
Rocked the masses down under, watched them bounce and dance
But, enough about me, let me talk about you
You gotta a choice, it's your voice, watcha gonna do?
You can open cash doors, your value soars,
When you learn a second language, man, the world is yours
Let me tell ya little story I think you might like,
It's about my High School friend whose name is Mike
He said “Pourquoi take French? I don't live in France!”
So he didn't take French, although he had the chance
So, check it, then one day he meets up with the girl of his dreams
A rare beauty like the ones up on the movie screens
He walks up to her and says “Shawty, how do you do?”
She says, “Je parle français. Parlez-vous?”
He went from geekin' to freakin, he couldn't be speakin'
The French that would win him the girl he was meetin'
So, he turned to me, for French help he was seeking
He nearly flipped his lid, I'll tell you what I did,
I walked up to her, and said “Bonjour” and now we got three kids
Over 200 million people speak French in this world
In more than 50 different countries, that's lotsa boys and girls
French is the official language of UN and NATO
The Red Cross, The Olympics, and UNESCO,
So, the moral of the story, is just this
It's not about the money-making or taking all them trips
But ya say, I'm gonna be a doctor, lawyer, engineer
Well, those cats make more money, when they speak French my dear
'Cause the world is multilingual, it's real not virtual,
And, you'll be jammin' to these words I flow,
Just stick to what you know fo' sho', whether for business or for pleasure
Learning French unlocks a treasure
With no value you can measure, you'll be rich man, yeah, forever...

World of Reading, Ltd., 2008 [www.wor.com]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-78 (1927-2006) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent 3 years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants_na.html]. The *French Review*

will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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

AATF ON-LINE STORE
www.frenchteachers.org

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

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

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

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

Other _____

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

Member's Signature: _____

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

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

Amount enclosed: _____

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # (Visa or MC) _____ Exp. _____ 3-digit Security Code: _____

AATF STANDARDS MANUAL: Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice though 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

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

NEW! T-SHIRT COLLECTION

We are pleased to announce a new series of T-shirts based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a *fable*. A new design will be available every six months or so. Twelve designs in all. See the 2009 NFW poster.



_____ T-shirts x \$15 _____ S _____ M _____ L _____ XL

_____ T-shirts x \$16 _____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to the *Babillard* on the AATF Web site [www.frenchteachers.org]. We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file.

The job list subscription is \$20 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$2.50 each). There is a \$5 charge for members living outside the U.S. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].

ÊTES-VOUS UN PROF ACCOMPLI?

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

Deanna Scheffer

[schefferd@episcopalhigh.org]

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

www.languagepolicy.org

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: [\[www.frenchteachers.org\]](http://www.frenchteachers.org). Please allow 3-4 weeks for delivery. The first price listed is the member price; the nonmember price is listed in parentheses.

PROMOTION OF FRENCH (MEDIA)

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

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

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

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

PROMOTIONAL FLYERS (sample copy available on request)

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

- **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

NEW! 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 (10 for \$8)

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

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

TEACHING MEDIA

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. document-

tary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6)

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

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

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. Please specify design. (1) Busts of Washington and Lafayette; (2) French hexagon, with "American Association of Teachers of French" around perimeter. \$5.25 each or 3 for \$14 (\$7 each or 3 for \$20)

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

OTHER MATERIALS

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

NEW! Vive la France! Activities for the French Classroom, over 75 activities for students at all levels (122 pp.) \$20 (\$30)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pages). \$25 (\$40)

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

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

Un Calendrier perpétuel. Revised (2006). 104-page *calendrier* highlights events and people from the Francophone world. List of Web sites, bibliography, complete index, glossary, and brief Teacher's Guide. \$12 (\$15)

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

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

Color Notecards: 12 notecards with envelopes featuring 6 different color

designs from winners of the FLES* Poster Contest; blank inside. \$10 (\$15)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

NEW! La Fontaine T-Shirt Collection, T-shirts based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

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 M, L and XL; \$19 for XXL

Laissez les bons temps rouler! T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

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

Vues sur le monde francophone: cinéma et société, blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

WORLD SPEAKS FRENCH MATERIALS

See page 45 for ordering information.

AATF FLES* COMMISSION REPORTS

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

Promoting FLES* Programs (2004) \$9

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

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

Attracting French FLES* Students (1996) \$9

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

FLES* Methodology I (1994) \$9

Expanding FLES* Horizons (1993) \$9

Evaluating FLES* Programs (1992) \$9

Implementing FLES* Programs (1991) \$8

Innovations in FLES* Programs (1990) \$8

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

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

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [\[aatf@frenchteachers.org\]](mailto:aatf@frenchteachers.org). Prices valid through 5/31/09.

TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

TU AND VOUS IN HYPERTEXT

The pronouns *tu* (T) and *vous* (V) are fundamental elements of interpersonal communication, and our students often learn the basic rules for their use in the first chapter (or the *chapitre préliminaire*) of the first-year textbook. At the outset, the rules seem clear because a distinction is made, for the singular, between using T with friends, family members, and animals, but using V with strangers, older people, and/or anyone with a higher social or professional status. Even though such basic rules often convey fundamental aspects of the T/V distinction, it is nearly impossible to provide students with a list of the rules (and exceptions) for all possible contexts. When T and V are then used during interpersonal communication, the situation becomes even more complicated if learners realize that their determination of appropriate pronoun use should match the interlocutor's view of how these pronouns should be used by the participants. In addition to the aforementioned factors, once a conversational exchange has begun, both parties must decide how to interpret the initial use of these pronouns since they might not match the anticipated indications of social distance and/or status. As Kinginger (2000) explains, "[s]ociopragmatic ambiguity arises because two maxims [i.e., social distance and status] guide the speaker to make the same linguistic choice: The choice of second-person pronoun is a case of *maxim confluence* because the same linguistic behavior can be interpreted as following from either of the preceding maxims" (27). Therefore, it is clear that learners need opportunities to analyze and participate in a wide variety of communicative situations since "language acquisition entails acquiring the social meaning of linguistic structures" (29).

For learners—and also to some extent for native speakers—the French address pronoun paradigm becomes even more complex when regional variation throughout the Francophone world is factored into the equation. Fortunately, over the past few decades, the globalization of various media outlets and delivery/transportation systems has made increased access to international magazines, films, and other types of content possible. Moreover, the rapid development of the World Wide Web has exponentially increased access—in some parts of the world—to a wide range of authentic audio, (hyper)textual, visual, and video content as well as new types of communication environments (e.g., chat, blogs, discussion boards, and so forth). However, the discourse in online materials and new types of communication can be quite different from

what is found in traditional communication. As such, this report highlights some of these differences with specific focus on the address pronouns *tu* and *vous* in hypertext.

Excerpts of on-line discourse have been reproduced exactly as they were found in hypertext on selected Web pages, and is not used to indicate non-standard forms or missing punctuation. The URLs provided in this report were functioning at the time of publication; however, as most readers will already know from personal experience, on-line content can be modified or removed at any time. Nonetheless, the sites mentioned below are owned by international corporations with significant marketing budgets; therefore, it does not seem likely that they will disappear anytime soon. The goal of this report is to provide analysis and commentary for purposes related to research and teaching. Sites featuring food items, different beverages, or other products could just have easily been chosen, and any teachers who do not wish to use these sites should be able to find similar corporate or non-corporate sites related to different products or topics.

Table 1 will be used to illustrate the main differences between traditional printed text (henceforth referred to simply as *text*) and hypertext (see Kress, 2003, p. 136). First, most text is produced for left-to-right reading. In both English and French, we normally begin reading documents from the upper-left corner to the lower-right corner, and we can expect

to read each line, paragraph, and page of printed text in the same way. However,

hypertext is organized on Web sites by zones. We can often recognize words, phrases, and symbols that belong to the same zone due to similar font color, size, and type. In most cases, the visual layout of hypertext on a Web page allows the reader to organize the content, and since the Web page is so common, most frequent readers of Web sites probably already understand that a certain amount of standardization has occurred regarding format: navigation bars are on the left and/or across the top, and the "main" content is in the middle of the page. Regardless of the amount of format-

ting standardization that has occurred, many corporate Web sites promoting goods and services do not always have substantial amounts of text as part of the first two levels of a Web site. In order to maximize choices for consumers, there seems to be a trend of presenting all the options and areas on an initial page with many different zones; nonetheless, there are many exceptions and different formats for so-called "welcome" pages.

A second main difference between text and hypertext is the typical lack of linearity in the hypertext of Web pages. The reader can read zones in any order, and at any time hyperlinks can be used to navigate to a different part of the document/site. It is obviously for this reason that most multi-level Web sites have a zone set aside for navigational purposes, and most such Web sites also have on every page a link for a site map. Although we do not call this navigational tool in a book or magazine a site map, most books and magazines provide a table of contents (and page numbers) for this same purpose: navigation.

The excerpts in Table 1 are from three different zones of the *Welcome* page of Pepsiworld France, the France-based Web portal of the Pepsi-Cola Co. Excerpt 1 is from a contest zone; excerpts 2 and 3 are from a *Goodies* zone, and excerpt 4 is from an external link zone. Of note on this page of hypertext is that not all the zones use forms

Table 1. Pepsiworld France site: *Welcome* page
[www.pepsiworld.fr]

Pronoun	Text
1. T	Gagne un voyage à Cuba
2. T	Retrouve Pepsiworld sur ton mobile
3. T	Télécharge des vidéos et des fonds d'écrans exclusifs de tes footballeurs préférés!
4. V	Pour votre santé, évitez de grignoter entre les repas (in white) www.mangerbouger.fr (in yellow)

of the same second-person pronoun. This Web page has an especially informal, fun feel to it, which is reinforced by the pronoun *tu*, among other linguistic features; however, the use of *vous* forms appears on this same page because this company provides a public service announcement about the dangers of snacking between meals. The link from the zone with the *vous* forms takes visitors to the government-affiliated site of *L'Institut national de prévention et d'éducation pour la santé*.

Table 2 shows a similar contrast with *tu* being used in hypertext on one part of the

Coca-Cola France Web site, yet the reader sees *vous* being used on another part of the site. Although this may appear on the surface to be the same issue as was found in

Table 1, there is actually another nuance of the differences between text and hypertext that has been revealed: authorship. In the top half of Table 2, there are three excerpts (with T forms)

taken from one URL, and in the bottom half of the same table there are three excerpts (with V forms) from a different URL. However, as a visitor to the Coca-Cola France Web site will notice, the *Goodies* area of the Coca-Cola France site seems to be seamlessly integrated, even though *Goodies* is itself part of an entirely different site (i.e., with its own URL).

In addition to unknown or collective authorship being an issue for visitors to the site, this is also an indication that sites can be updated, separated, and merged at any time. The inconsistent use of second-person pronouns appears to be a direct result of having multiple authors who have worked on different parts of the site or different sites that have been cobbled together over time.

The excerpts in Table 3 extend the analysis by demonstrating a distinction that can be made between the corporation's official web site and the separate web site designed for current or potential consumers of a specific product, in this case Fanta. Excerpts 1, 2, and 3 are from the same page, yet there is some inconsistency with T and V use. Excerpts 4 and 5 are part of a different type of zone that includes a link in excerpt 4 (with V forms) to a pop-up Flash presentation in which only T forms are used. If the visitor to this page clicks on the link *Site de la marque*, the site dedicated to Fanta appears, and here there is a consistent use of T forms (see Table 3, excerpts 6, 7, and 8), except if a visitor to this site selects the *Contact* link, which sends visitors to all

the Coca-Cola France brand sites to a centralized *Contact* page on which only V forms are used.

Many of the features of hypertext ana-

lyzed in this report might already be obvious to experienced—or even less experienced—users of the Web. However, a close analysis of one or more specific linguistic elements will allow students to see more clearly how the formatting, authorship, and production of hypertext can contribute to communication-related inconsistencies that probably would not occur as often in text or spoken discourse. This analysis has provided a brief overview of the use of T and V forms in hypertext, but there are many other tasks that could be done in class or as homework, either with hypertext or on-line interpersonal communication environments such

as chat, discussion boards, blogs, Second Life, and so forth.

The following list offers ideas for electronic literacy tasks and also for expanding the analysis of T and V forms in hypertext and other parts of cyberspace:

1. Ask students to identify the zones on the Pepsi-Cola France site or the Coca-Cola France site in order to compare and contrast how Web page developers use font type, color, and size to create these zones that are visually recognizable as separate areas. Then ask students to identify the function or purpose of each zone (e.g., navigation, contest, product information, etc.).
2. Ask students to compare the U.S. site of Pepsi-Cola or Coca-Cola with the French site in order to see which zones, if any, are on both sites and how the same/different font types, colors, and sizes were used to create separate zones.
3. As students are working on #2, ask them to see how much English influence there is on the French site of either company.
4. Before looking at a wider range of products, ask students to visit the *Nos boissons* area of the Coca-Cola France site so that they can compare the use of second-person pronouns in each product description on the Coca-Cola France site, then the use of these pronouns on each product's own site.
5. Ask students to visit two or more French Web sites related to a different product or theme in order to undertake the same kind of comparative analysis of T and V forms.

6. If the students are directed toward a large food conglomerate such as the Nestlé group or the Cadbury group while they are doing #5, an additional activity on globalization could be added to the list of tasks. For example, the students might not know that the Poland Spring brand of bottled water is owned by the Nestlé group and the Hollywood brand of chewing gum is a Cadbury product. Although this might seem to have little to do with electronic literacy, the task could be adapted to have students use the Web to trace any product to its parent company,

Table 2. Coca-Cola site: Main page & *Goodies* page

Main page [www.coca-cola.fr]	
Pronoun	Text
1. T	inscris-toi vite sur coca-cola.fr
2. T	Découvre l'univers de Coca-Cola France
3. T	Entre dans le stade avec l'équipe de France
<i>Goodies</i> page/site [www.formulessecrete.fr/FR/#/goodies/]	
4. V	Choisissez La collection de bouteilles Coca-Cola
5. V	Choisissez La collection de bouteilles historique Coca-Cola
6. V	Ajoutez votre bouteille Coca-Cola préférée ou une image de John Pemberton à votre messagerie instantanée préférée

Table 3. Fanta site and *Nos boissons* page of Coca-Cola France site

<i>Nos boissons</i> page of Coca-Cola France site [www.cocacola-france.fr/nos-boissons-fanta.html]	
Pronoun	Text
1. T	Libère ton imagination (Fanta ad slogan in browser title bar and tab)
2. V	Le saviez-vous ? (Facts about Fanta provided by the Coca-Cola Co.)
3. V	Votre carrière (Job information provided by the Coca-Cola Co.)
4. V	Comment est fabriqué Coca-Cola ? Découvrez toutes les étapes de sa fabrication! (Link to an interactive pop-up Adobe Flash presentation of the manufacturing process provided by the Coca-Cola Co.)
5. T	[Tu is used in the entire interactive pop-up Adobe Flash presentation of the manufacturing process.]
Fanta Web site [www.fanta.fr]	
6. T	Crée tes avatars persos
7. T	Goodies pour ton mobile
8. T	Goodies pour ton PC

which is often unknown to the average consumer.

7. Ask students to visit a discussion forum, a chat site, and/or a blog in order to see if there are any patterns regarding the use of T and V forms. In most cases, if students are asked to report back to the class, it should become obvious during the classroom discussions that there are many factors that complicate T and V use in on-line communication environments because in some cases, macrosociological factors (age, social class, level of education, gender, etc.) are unknown to participants, but in other cases, some of this information is available, although not always verifiable.
8. For a long-term project, students could engage in an investigation of their own with a focus on T/V use or some other linguistic aspect of communication. It would be helpful to explain two main approaches: horizontal and vertical. Using a vertical method, students would focus on learning as much about one site, blog, chat room, or forum as possible; however, with a horizontal approach, students would choose one type of text/communication (e.g., hypertext, chat, blogs, etc.) and look at small samples from many different sources.

Lawrence Williams
University of North Texas
[lwf@unt.edu]

References

Kinginger, C. "Learning the Pragmatics of Solidarity in the Networked Foreign Language Classroom." In J. K. Hall & L. S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Erlbaum, 2000, pp. 23-46.

Kress, G. *Literacy in the New Media Age*. London: Routledge, 2003.

FOURTH AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that Carol Townsend, Principal of Depew High School, NY has been chosen as the 2009 AATF Administrator of the Year. The award is co-sponsored 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 her school. She was nominated by AATF member Mary Ellen Gianturco.

COLOR NOTECARDS



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.



_____ 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

NEW! LA VIE DES MOTS COLLECTION

We have collected five years worth of original *La Vie des Mots* texts, the accompanying *Mots chassés* from the *National Bulletin* as well as the *Corrigés* in one volume. \$15 each (\$20 nonmember) or \$12 each for orders of more than 5 copies.

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

Name: _____

Address: _____

City, State, Zip _____

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

VIVE LA FRANCE! CLASSROOM ACTIVITIES

A collection of Classroom Activities and *Salut les jeunes!* taken from ten years of *National Bulletins*. Newly revised and organized. Many activities are suitable for duplicating for the classroom. \$20 per copy (\$30 nonmember).



Name: _____

Address: _____

City, State, Zip _____

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

PARLEZ-VOUS... POSTER SERIES



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

Send this form and payment of \$15 (members)/\$25 (nonmembers) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 5/31/2009.

Name : _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

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 on DVD, is a joint venture of the AATF and the Carole Fredericks Foundation. 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.



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 _____ 3-digit security code: _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____ E-mail: _____



Outstanding Senior in French Award



Recognize outstanding students with

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

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

For more information and complete eligibility requirements:

www.frenchteachers.org/hq/outstandingsenior.htm or staff@frenchteachers.org

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.



_____ 100 copies of each flyer @ \$40 (a savings of \$5)

_____ 50 copies of each flyer @ \$20 (a savings of \$2.50)

_____ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

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

Name _____

Address _____

Tel: _____

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

AATF MEDALS

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

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity

Quantity

_____ Washington/Lafayette @ \$5.25

_____ *L'Hexagone* @ \$5.25

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

Total enclosed: _____

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

AATF Promotional DVDs

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

Quantity

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

☐

Forward With French

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

☐

Forward with FLES*

11-min. DVD 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.

☐

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

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

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

Prices valid through 5/31/09.



AATF Teaching DVDs



Reflets français

Quantity

58-min. DVD, 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 (members)/\$40 (nonmembers)

☐

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. DVD \$25 (members)/\$40 (nonmembers); Study Guide: \$5 each (members)/\$6 (nonmembers)

☐

Tant qu'elle chante, elle vit

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

☐

Mail this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org] (Prices valid through 5/31/2009)

Total Amount Enclosed: _____

Name: _____

Address: _____

City, State, Zip _____

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

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
☐ 3-inch World Speaks French stickers @ 50 cents each
☐ 25 pencils for \$6.25 ☐ 50 pencils for \$12.50 ☐ 100 pencils for \$25
☐ World Speaks French pocket folders @ \$2 each
☐ Check here if you would like 10 administrator postcards at no additional cost
☐ Check here if you would like 25 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.

AATF EXHIBITORS/SPONSORS visit [www.frenchteachers.org]



CONCORDIA LANGUAGE VILLAGES
A program of Concordia College, Moorhead, Minnesota USA



FUN WITH A GIANT CROSSWORD

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]



Display at Central College, Pella, IA.

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 12 for information concerning the 3-for-1 offer for a year's free membership.

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: [htk0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

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.

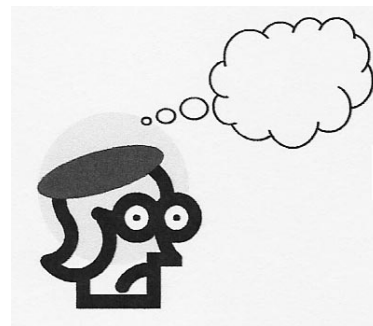
Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www-rohan.sdsu.edu/dept/ciber/frost.html].

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.

AATF Tête-à-Tête



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



Suzanne Hendrickson
hendricksonr@umsl.edu

JoEllen Sandburg
j_sandburg@msn.com



Teacher-to-teacher Mentoring Program

CALENDAR OF EVENTS

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 13- 17, 2009, San Diego, CA. Information: AERA, 1230 17th Street NW, Washington, D.C. 20036-3078; telephone: (202) 223-9485; fax: (202) 775-1824; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), April 16-18, 2009, New York City. Information: NECTFL, P.O. Box 1773, Carlisle PA 17013, telephone: (717) 245-1977, fax (717) 245-1976, e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

INTERNATIONAL READING ASSOCIATION, Annual Convention North Central, May 3-7, 2009, Minneapolis, MN. Information: International Reading Association, Headquarters, 800 Barksdale Road, P.O.Box 8139, Newark, DE 19714-8139; e-mail: [pubinfo@reading.org]; Web: [www.reading.org].

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES (ADFL) SUMMER SEMINAR EAST, June 11-14, 2009, Providence, RI. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789; telephone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES (ADFL) SUMMER SEMINAR WEST, June 25-28, 2009, Tucson, AZ. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789; Telephone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

AMERICAN CLASSICAL LEAGUE INSTITUTE (ACL), June 26-28, 2009, Los Angeles, CA. Information: [www.aclassics.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 2-5, 2009, San Jose, CA. Information: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; Fax: (618) 453-5733; Email: [abrate@siu.edu]; Web: [www.frenchteachers.org].

THIRD BIENNIEL INTERNATIONAL CONFERENCE ON TASK-BASED LANGUAGE TEACHING, September 13-16, 2009, Lancaster, UK. Information: Web: [www.lancs.ac.uk/fass/events/tblt2009/index.htm].

AMERICAN TRANSLATORS ASSOCIATION, October 28-31, 2009, New York, NY. Information: 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; telephone: (703) 683-6100; fax: (703) 683-6122; e-mail: [conference@atanet.org].

AFRICAN STUDIES ASSOCIATION, November 19-22, 2009, New Orleans, LA. Information: Kimme Carlos, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; telephone: (732) 932-8173; fax: (732) 932-3394; Email: asaamc@rci.Rutgers.edu; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 20-22, 2009, San Diego, CA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; telephone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING, November 20-22, 2009, San Diego, CA. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

MODERN LANGUAGE ASSOCIATION ANNUAL MEETING, December 27-30, 2009, Philadelphia, PA. Information: 26 Broadway, 3rd floor, New York, NY 10004-1789; telephone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

CALENDRIER PERPÉTUEL

On what day...

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

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

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



**New Volume From The AATF
Commission on Cultural Competence**

***Le Québec aujourd'hui.
Identité, société et culture***

Marie-Christine Weidmann Koop, ed.

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

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Southern Illinois University
Carbondale, IL 62901

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REMINDER: IMPORTANT DEADLINES AND DATES

- May 1 Early Bird Pre-registration deadline for the San Jose convention (see pages 29-30)
- May 30 Deadline for making hotel reservations at the special convention rate for the AATF Convention in San Jose (see page 1)
Deadline for pre-registration for the San Jose convention (see pages 29-30)
- July 2-5 AATF Convention in San Jose (see pages 1-2)
- June 10 Deadline for submissions to the "Pourquoi Take French" Video Contest (see page 35)
- June 15 Deadline for applications for National French Week Grants (see page 32)
- Aug. 1 Deadline for submissions for May 2010 special issue of the *French Review* (see page 18)
Deadline for submissions to the September *National Bulletin*

AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to the *Babillard* on the AATF Web site [www.frenchteachers.org]. We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file.

The job list subscription is \$20 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$2.50 each). There is a \$5 charge for members living outside the U.S. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].



**NATIONAL FRENCH WEEK:
LA SEMAINE DU FRANÇAIS**

Branchons-nous...
Agissons...
Fétons ensemble!

du 4 au 10 novembre 2009 & 2010
Initiatives locales, régionales, et nationales