



UN FRANÇAIS À LA CONQUÊTE DE L'AMÉRIQUE

Gilles Marini. Vous le connaissez? Si vous n'avez pas encore retenu son nom, peut-être vous souvenez-vous de son visage. Ce Français, originaire de Cannes, est en passe de conquérir l'Amérique. Des millions de téléspectateurs l'ont découvert le 9 mars 2009 lorsqu'il a paru pour la première fois à l'émission Dancing with the Stars. Le cha-cha qu'il a présenté avec sa partenaire, double championne Cheryl Burke, a ébloui le public. De semaine en semaine, Gilles est devenu un phénomène.



Son tango argentin est devenu iconographique. Il s'est fait un énorme public d'admirateurs. Le résultat est que Gilles a terminé deuxième à moins d'un pourcent derrière la jeune championne olympique Shawn Johnson. C'était la fin la plus serrée de l'histoire de Dancing with the Stars.

Suite à sa montée spectaculaire au printemps, il s'est vu offrir un rôle dans la série Brothers & Sisters. Du 18 octobre au 15 novembre derniers, en cinq épisodes, il a non seulement séduit la famille Walker, mais la côte de cette émission est montée sensiblement. À peine la première épisode passée, nous avons appris qu'il retournerait pour au moins quatre épisodes de plus dans le rôle de Luc Laurent, l'amant artiste de Sarah Walker, incarnée par Rachel Griffiths.

En outre ses talents d'acteur et de danseur, Gilles n'arrête pas de nous réserver des surprises.

J'ai eu l'occasion de l'interviewer à Los Angeles où nous avons parlé de sa vie en France et de son adaptation à la vie américaine. Nous avons gardé le style conversationnel, mélange de français et d'anglais, qui représente si bien la personnalité de Gilles.

GM: Hello, everyone!

JA: Je sais que j'ai des collègues...chaque fois que tu dis quelque chose en français, ils enregistrent ça. Puis ils le montrent en classe.

GM: Ah, c'est marrant.

JA: Quelqu'un t'a demandé ... non c'était avec Barbara Walters quand elle t'a demandé de dire quelque chose en français...

GM: Qu'est-ce que j'ai encore dit?

JA: Non, c'était quelque chose de très sympathique.

GM: Ah, bon! Tant mieux!

JA: Alors ma collègue a demandé à sa classe de deviner ce que tu

as dit.

GM: C'est sympa ça. Je devrais faire ça plus souvent...

JA: Et puis le début, la première épisode de Brothers & Sisters.

GM: C'est pas moi qui l'ai écrit. C'est pas moi qui ai décidé, au hasard.... Je crois que j'ai dit: «Je t'avais dit si tu venais trop tôt je te laisserais dehors comme un chien».

JA: C'est ça.

GM: Je leur ai dit ce que j'étais en train de dire.

—«Pourquoi vous voulez que je dise quelque chose comme ça?»

—«Parce qu'en fait cette personne-là qui voulait t'acheter la peinture n'arrête pas de te harceler. Donc tu lui as dit que tu reviendrais que plus tard si c'était pas prêt. Et tu resterais dehors comme un chien».

JA: Like a dog. I think it's more like an American expression....

GM: Dans des interviews tu as dit que ton père était baker.

GM: Boulanger-pâtissier-viennois. Là, je peux le dire parce que tout le monde comprend. Mon père a toujours été

boulanger-pâtissier-viennois dès l'âge de 14 ans. Et puis moi, j'ai grandi...je suis né dans une boulangerie. Jusqu'à l'âge de 21 ans, j'ai travaillé avec mon père.... Qu'est-ce que j'ai mangé!

JA: Tu as fait des études pour être pâtissier ou tu l'as appris juste avec ton père?

GM: C'est marrant parce que j'ai appris avec mon père depuis que je m'en souviens. Le jour où j'ai commencé des études, les études étaient tellement basiques, j'avais tellement d'avance à ce niveau-là qu'elles ne servaient absolument à rien

J'avais pesé pour pouvoir faire des recettes. J'étais pas mal doué.... Après, c'est les goûts, les tastes et tout ça qui interfèrent.... Les goûts, les couleurs, c'est toujours un peu difficile.

J'ai fait un an ou deux, et après je suis allé aux pompiers de Paris. Et là mon père est tombé malade. Donc je suis retourné après mon service à la maison. Mon père est décédé. Donc j'ai continué la pâtisserie pendant un an, un an et demi....quand tu (continué à la page 41)

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AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2011-2013.

According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President:

- by attending executive council meetings;

- by attending the full annual conference of the AATF;

- through excellent communication skills;

- through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF:

- promotion and advocacy;
- recruitment;
- leadership development.

Additional areas of focus could include, but are not limited to:

- development of materials centers;
- development of resource packets;
- development of Web sites;
- inter-commission liaison;
- grants and scholarships;
- workshops and other presentations;
- support of commission projects as needed;
- correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the Chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been

served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2011 and run for three years, renewable for another three years.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Philadelphia in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, **March 1, 2010**. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Send your nominations and address any questions: to Sister Mary Helen Kashuba at [kashubam@chc.edu] no later than **March 1, 2010**.

AATF SEEKS NOMINA- TIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region III (Mid Atlantic–Pennsylvania, Maryland, Delaware, Virginia, DC), Region V (East Central–Kentucky, Tennessee, Indiana, Ohio, West Virginia, Michigan), and Region VII (South Central–Texas, Oklahoma, Kansas, Nebraska, Arkansas, Louisiana) for a three-year term, 2011-2013.

Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative. Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. Therefore, in this election year, nominees from the Delaware, Northwest Indiana, and Central Texas Chapters are ineligible.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Anne Jensen at [annejensen@att.net] by **March 1, 2010**. The committee will contact nominees to submit their *curriculum vitae* and a personal statement.

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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 FROM THE PRESIDENT



Ann Sunderland

Dear friends and colleagues,

Je vous souhaite tous les meilleurs vœux de paix et bonheur dans cette nouvelle année. As we begin this new year and this new decade, I want to wish you success in your teaching, joy in your work, good health, and abundant energy. I know that you will need all this and more in order to accomplish your goals set at the beginning of the school year. The good news is that you are halfway there! As you read this issue of the *National Bulletin*, I am sure that you will gain new ideas to inspire you as well as learn about the many positive programs of the AATF. Let us serve you as we work together to strengthen French programs everywhere.

Looking back

I began my tenure on the AATF Executive Council exactly 10 years ago. I served first as Region VII Representative (West Central) and later as a Vice-President. As a dear friend and esteemed colleague said recently, our accomplishments rest on the shoulders of those who came before us. I know that my accomplishments as President will be inspired by the examples set for me by the presidents of this past decade, Gladys Lipton, Jean-Pierre Piriou, Margot Steinhart, and Marie-Christine Koop. I admire them for their dedication and hard work, for all the positive programs they have created, and for their constant support of the AATF and its members. I had the privilege to work with each of these leaders as a member of the Executive Council. I now dedicate my time and energy to continuing the programs they started as well as serving as a leader in this new decade.

A note of thanks

It is with a great deal of admiration and respect that I thank Marie-Christine Koop for the exemplary job she has done as President of the AATF for the past three years. Marie-Christine has represented the AATF with elegance and grace at meetings of the *Fédération internationale des Professeurs de français (FIPF)* as well as at the *Com-*

mission Amérique du Nord (CAN). She organized a seminar in Geneva and Liege prior to the 2008 convention, wrote countless letters in support of French programs, and fulfilled all other duties associated with her role. Marie-Christine is an outstanding teacher and friend who is an inspiration to all of us. I am grateful that she will continue on the Executive Council for one more year as Past-President. Leaving the Executive Council are three very dedicated Regional Representatives. Madeline Turan, Region I (Greater New York City), and Michèle Bissière, Region V (South Atlantic), each served one term. They presented frequently, worked closely with chapters in their region, and participated fully in all Executive Council projects. David Graham reached the end of his mandate after serving two terms as Region III (New York State) Representative. David also presented frequently and worked closely with chapters in his region. David's passion for Quebec is his enduring legacy. We will always consider his enthusiastic support of *la belle province* when making decisions in the future. Thank you, David, Madeline, and Michèle, for your hard work, your dedication, and especially the time and energy you devoted to regional representative duties.

A new regional structure starts now

As you read in the September *National Bulletin*, the Executive Council and Delegate Assembly voted in 2009 to adopt a new regional structure (see page 13). This plan will more equitably divide the chapters and their members. Duties of the Regional Representative include communicating with chapters and members as well as providing a more personal link to the national organization. Regional Representatives are encouraged to develop closer ties to their chapters, if possible, by visiting those chapters when invited. We hope that this new structure will facilitate closer relationships between the chapters and their representatives. Elected to serve as Regional Representative of the new Region IX (Northwest) is Ann Williams (CO). Also new to the Executive Council are Abbe Guillet of Region II (New York & New Jersey). Catherine Danielou was elected to represent the chapters of Region IV (Southeast). Steven Daniell, appointed to complete my term as Vice-President, was officially elected to that position. Welcome, Ann, Abbe, Catherine, and Steve. I would also like to thank those whose names were on the ballots but were not elected. It is always very important to have a choice of candidates for any election; your willingness to serve is much appreciated.

Looking forward

As I begin this term as President, I fully realize that the task before me is immense. I plan to represent the AATF as frequently and as capably as possible, to serve as an advocate for French instruction at all levels as well as to encourage French teachers to join the AATF and to take full advantage of our many programs. I also plan to work closely with the other organizations with which we have maintained very valuable relationships. I plan to support programs that encourage young people to join our profession, such as the Future French Teachers Academy that the Greater Kansas City Chapter has sponsored the past few years. I also plan to organize several new committees at the heart of the Executive Council which will be assigned specific duties in order to facilitate and expand certain programs. I look forward to these challenges and hope that I can provide an enthusiastic voice for French instruction at all levels of our educational system.

Visit to National Headquarters

In September I visited National Headquarters located on the campus of Southern Illinois University. The AATF enjoys a privileged relationship with the university that benefits our organization in myriad ways. Over the course of two days, Jayne Abrate and I discussed a whole range of topics related to the goals and mission of the AATF. I certainly have a better understanding of the many duties of our Executive Director and her assistant, Darla Phoenix. Working out of a rather small office, with help from Amy Hanson, they accomplish amazing things for all of us. From answering phone calls to talking to the French Embassy, from creating new materials for French teachers to mailing out materials on a daily basis, Jayne and the office staff are constantly working for the health and success of the AATF. I laud their efforts and look forward to an annual visit to SIU each fall.

Participation in State Foreign Language Conferences

This past fall I attended two state foreign language conferences as a representative of the AATF. In mid-October I attended the conference of the Foreign Language Association of Missouri (FLAM). As a past-president of FLAM, this organization is very dear to my heart. It was great fun to talk about the many AATF programs, the benefits of membership and to learn about the experiences of two of our summer scholarship winners. At the Kansas World Language Association (KWLA) conference in early November, I did much the

same thing, encouraging our members and promoting French and AATF membership. I am very impressed by the local chapter leaders that I met. Their enthusiasm as well as their willingness to devote time and effort to chapter duties is very gratifying. Visibility of the AATF at our state foreign language conferences is extremely important. It is crucial that several sessions relevant to the teaching of French be offered at each state conference. Consider organizing a presentation for the next foreign language conference in your state. Presenting at an AATF conference is the next logical step, and once you begin, it is easy to organize presentations and discuss your ideas with colleagues.

ACTFL 2009 in San Diego

It was a great pleasure to attend the annual ACTFL convention in San Diego in late November. There was a definite French presence. Marie-Christine Koop represented the AATF at the ACTFL Delegate Assembly, Jayne Abrate maintained the AATF booth, and Marie-Christine, Jayne, Margot Steinhart, and I all presented sessions highlighting AATF programs. Catherine Pétilion of the French Embassy organized a wonderful French luncheon held for the first time at an ACTFL convention. We were honored at this luncheon with the presence of His Excellency Pierre Vimont, Ambassador of France to the U.S. In addition, Marie-Christine and I met with representatives of the *Délégations du Québec* to discuss various programs and issues. We were very proud to honor former AATF president Margot Steinhart when she received the ACTFL Florence Steiner Award for Leadership in Foreign Language Education. Another special moment occurred during the dedication of the new offices of the *Alliance française de San Diego*. At this ceremony, His Excellency Ambassador Pierre Vimont presented Jayne Abrate with her medal as an *Officier dans l'Ordre des Palmes académiques*. Heartfelt congratulations to both Margot and Jayne, who have worked tirelessly for the promotion of French education in the U.S.

Philadelphia, City of Lights

Paris, City of Lights, was the site of a fantastic AATF conference in 2000, and a decade later, we find ourselves in the American City of Lights, Philadelphia. Also known as the City of Brotherly Love, Philadelphia will host an unforgettable Fourth of July celebration. What better place to celebrate the birthday of the U.S. than in Philadelphia, site of our 2010 conference! The local committee headed by Sister Mary Helen Kashuba, AATF Vice-President, is busy organizing a series of activities that you will not want to miss (see pages 9 & 28). As always, the conference sessions will be out-

standing. Many will relate to the conference theme: *La Diversité franco-phone: passé, présent, futur*. Located at the Sheraton Society Hill Hotel, this convention in the heart of Philadelphia will take place from July 4-7. More information will be posted on the AATF Web site as events are finalized. In addition, the April issue of the *National Bulletin* will present the convention program in more detail. It is important to start making your plans now, as this event will afford you a total French experience in one of the oldest of North American cities.

AATF Book Club

I would like to thank Kathleen Madigan of Rockhurst University in Kansas City who has agreed to lead the 2010 AATF Book Club. An expert on Senegalese women writers, Katie has chosen three books which mirror the conference theme of *La Diversité francophone: passé, présent, futur*. The books chosen for this year's Book Club are *Kiffe Kiffe Demain* by Faïza Guène, *30 Contes du Maghreb* by Jean Muzi, and *Neuf Nouvelles: Hommage aux Sénégalaises*, edited by M. Kathleen Madigan. Please read more details about these books and the 2010 Book Club on page 40.

A new year, a new decade! Best wishes to all of you, our members, as you continue to teach and promote French as a vital language of the past, present and future.

Bonne Année!



Ann Sunderland, President
[mmesunderland@frenchteachers.org]

SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our convention, and support the work of the AATF. You will find their names in the advertising pages of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements. Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

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

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the nWeb 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. Nominations can also be made through the On-line Store.

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Tout d'abord, j'aimerais souhaiter à toutes et à tous un heureux et prospère 2010. Il est difficile à croire que cela fasse déjà 10 ans que nous craignons l'arrivée de l'an 2000 et les crashes informatiques attendus qui ne se sont jamais manifestés.

L'Interview

Ceux d'entre vous qui me connaissent savent que j'ai trois passions qui m'inspirent—le français, bien sûr, la cuisine et la danse. Dès l'âge de 13 ans quand j'ai mis pied pour la première fois dans la classe de français de Mme Clementz, le français a été au centre de mes études, de mon travail et de ma vie personnelle. J'ai toujours aimé faire la cuisine et à travers les années, j'ai eu l'occasion d'apprendre à préparer et d'essayer toute sorte de spécialités françaises, surtout la pâtisserie. Finalement, l'année où je suis devenue Secrétaire générale de l'AATF, il y a 12 ans maintenant, mon mari et moi avons découvert la danse de salon que nous étudions sérieusement.

Tous ces intérêts se sont rencontrés en 2009 lorsque j'ai aperçu à la télévision un acteur dont je n'avais jamais entendu parler qui dansait le chacha sur *Dancing with the Stars* avec ma danseuse professionnelle préférée, Cheryl Burke. C'était le dernier compétiteur d'une soirée qui ne m'intéressait pas outre mesure. Mais, comme beaucoup de téléspectateurs, j'ai été éblouie par Gilles Marini.

Français, disait-on? Ce n'est pas possible. Check. J'ai découvert qu'il avait travaillé avec son père dès sa plus jeune enfance comme pâtissier. Check. Et il sait danser. Check. Je suis entrée en contact avec lui, et il a accepté de faire une interview en français (voir l'article en couverture). Il a fallu attendre la mi-novembre pour trouver une date, mais j'ai pu passer une heure en sa compagnie. Je regrette qu'on n'ait pas pu publier davantage de notre conversation qui s'est avérée passionnante. Nous avons parlé de beaucoup de choses, de la famille à la politique, de l'éducation à la civilisation.

C'est un homme charmant, humble et joyeux. Dans toutes ses interviews que j'ai lues/vues, il parle avec passion de son métier, avec reconnaissance de la chance qu'il a d'être ici et de pouvoir vivre d'un travail qu'il aime, avec appréciation des gens avec qui il travaille et pour ceux qui l'ont soutenu et avec une très grande dévotion à sa femme et à ses enfants.

Le jour de notre interview, ils étaient sur le point d'aménager dans une nouvelle maison qu'il avait achetée comme surprise

pour l'anniversaire de sa femme, Carole. Gilles souffrait parce qu'en jardinant, il avait malheureusement frôlé une plante qu'il ne connaissait pas jusque là, *poison oak*. Il m'a même montré une photo de sa femme en train de couper des pierres avec une scie électrique pour refaire la cheminée.



Gilles et moi à Los Angeles. C'est lui qui a pris la photo avec mon appareil. Il m'a dit être devenu un adepte de ce genre de photos.

Actuellement on attend son retour fin janvier-début février pour au moins quatre épisodes de la série, *Brothers & Sisters*. En effet, son téléphone n'arrête pas de sonner depuis *Dancing with the Stars*, et je suis convaincue qu'il continuera à se voir offrir des rôles de plus en plus conséquents. J'espère que nous aurons une autre occasion de parler, mais je lui ai dit que j'aimerais surtout une leçon de pâtisserie!

Recrutement

En 2010, l'AATF cherche de nouvelles idées pour recruter des membres. En dix ans, nous avons rencontré et surmonté des obstacles à la promotion de l'enseignement du français, mais il reste du travail à faire. Les effets de la crise économique se font sentir très forts dans certains états, moins forts dans d'autres. Pourtant nous savons que chaque fois qu'il s'agit de coupures budgétaires, des administrateurs non avisés pensent d'abord aux langues étrangères et ensuite au français. Il faut rester vigilants. Il faut promouvoir l'importance du français dans le monde ainsi que les accomplissements des élèves, même les plus jeunes et/ou les plus débutants. Il est plus difficile de suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs, des échanges, etc.

Nous vous invitons également à nous communiquer les noms de membres potentiels. Même si vous ne savez ni le nom ni l'adresse, vous pouvez nous dire qu'il y a un ou plusieurs professeurs de français dans

tel ou tel lycée ou université, et nous ferons les recherches nécessaires. Vous pouvez nous les communiquer directement à [www.frenchteachers.org/Recruitment_Form.htm].

Si vous assistez à un congrès d'état, pensez à repérer les noms d'intervenants qui parlent du français. Nous vérifierons s'ils sont déjà membres et sinon les contacterons. Si vous organisez un événement dans votre chapitre, pensez à comment vous pouvez le transformer en activité de recrutement. Si vous connaissez des étudiants qui se préparent à une carrière d'enseignant ou des stagiaires, invitez-les à faire partie de notre réseau. En somme, aidez-nous à contacter tous les professeurs de français aux États-Unis. C'est le moment de rester solidaires.

Advocacy

La Commission de l'AATF sur la Défense du français ainsi que le Comité dirigé par Margot Steinhart travaillent inlassablement pour développer des documents et des stratégies de défense pour des programmes menacés et pour répondre aux appels d'urgence de professeurs de français à tous les niveaux.

Si vous vous sentez nerveux quant au soutien des administrateurs, familiarisez-vous avec les documents suivants sur notre site Web à [www.frenchteachers.org]:

Advocacy Depot: vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;

Advocacy Wiki: voir l'article à la page 29';

Archives du National Bulletin: il y a des articles sur la promotion du français, la difficulté relative de différentes langues et la célébration de la Semainedu Français qui pourraient servir tout le long de l'année.

Remerciements

Comme vous avez pu lire ailleurs, j'ai été honorée de recevoir le grade d'Officier dans l'Ordre des Palmes académiques des mains de Son Excellence Pierre Vimont, Ambassadeur de France. J'aimerais remercier tous les membres de l'AATF, les professeurs avec qui j'ai travaillé et ceux qui ont assisté à mes présentations. C'est vous qui m'inspirez à faire encore plus pour sauvegarder le français et qui m'avez donné une plateforme pour le faire. Je vous remercie infiniment. En avant!

Jayne Abrate
Executive Director
[abrata@siu.edu]



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 [aaff@frenchteachers.org].

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.



Quantity	(all prices cover first class postage & handling)	*Prices valid until 5/31/2010 Cost
_____	Help Wanted	_____
_____	French By the Numbers	_____
_____	French is Not a "Foreign" Language	_____
_____	Why Learn French?	_____
_____	Speaking French	_____
_____	Ten Reasons to Learn French	_____
_____	Why French FLES*?	_____

TOTAL ENCLOSED _____

Prices: 100 copies @\$12; 50 copies @ \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

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2010 AATF EXECUTIVE COUNCIL



President Ann Sunderland taught at Truman High School (MO) for 30 years. She has served as President of the Foreign Language Association of Missouri and as AATF

Regional Representative and Vice-President. She is also Advertising Manager for the *French Review*. Ann is especially interested in *la Francophonie*. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [mmesunderland@frenchteachers.org]

Jayne Abra-te (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* cul-



ture and literature, and the use of technology and the World Wide Web in the French classroom. She is an *Officier dans l'Ordre des Palmes académiques* and a *Chevalier dans l'Ordre des Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrate@siu.edu]

Past-President Marie-Christine Koop (Ph.D. Michigan State) is Professor and Department Chair at the University of North Texas. She serves as Chair of the Commission on Cultural Competence and Review Editor for *Society and Culture of the*

French Review. She is an *Officier dans l'Ordre des Palmes académiques* and the recipient of the 1999 ACTFL Nelson Brooks Award for excellence in the teaching of culture. She is a specialist on contemporary France (social issues, education) with a secondary interest in Quebec. E-mail: [koop@unt.edu]



Vice-President William Thompson (Ph.D. Cornell) is also Past-President and National French Contest Administrator of the Tennessee Chapter. He has participated actively in local and

national AATF activities, including developing a CD resource for teaching business French for the Commission on French for Business and Economic Purposes. He is currently Assistant Dean for the College of Arts and Sciences at the University of Memphis. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [wjthmpsn@memphis.edu]

Steve Daniell (Ph.D. Illinois) was recently elected Vice-President. He spent a year as an *assistant d'anglais* as well as a summer at *Université Laval*. He served as the Alabama National French Contest Administrator 1997-2009, winning the Administrator of the Year Award (2002), and has also served as Chapter President. In August 2009, he became Dean of the School of Arts and Letters at Texas Wesleyan University. E-mail: [sdaniell@txwes.edu]



Vice-President Sister Mary Helen Kashuba (DML, Middlebury) is Professor of French and Russian at Chestnut Hill College, Philadelphia, PA, where she has taught for many years. She has

published the history of the College and is the author of numerous professional articles, presentations, and book reviews. She has been National French Contest Administrator for the Philadelphia Chapter since 1978 and has been active in the AATF, ACTFL, the Northeast Conference, and several other associations. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [kashubam@chc.edu]



Christopher Pinet (Ph.D. Brown) is Editor in Chief of the *French Review* and has published on French literature, popular culture, and French society and politics. He also served as

Managing Editor and Review and Assistant Editor for *Civilization*. He is working on a book about the Paris working-class suburb, Villejuif. He is an *Officier dans l'Ordre des Palmes académiques* and teaches at Montana State University. E-mail: [umlcp@montana.edu]

Managing Editor of the French Review Wynne Wong is Associate Professor of Second Language Acquisition and Director of French Basic Language Instruction at The Ohio State University. Her current research includes input enhancement and the role of attention in SLA. She has a strong interest in *Québécois* cultural studies and *la chanson québécoise*. E-mail: [wong240@osu.edu]



Jane Black Goepfer, Editor of the *National Bulletin* for more than 20 years, has taught French at the high school and university levels. She has taught literature, civilization,



foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [jbg@fuse.net]

VISIT THE JNCL WEB SITE
www.languagepolicy.org



Lisa Narug, Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she "temporarily" filled in as National Chair of Awards. She has served as National Chair for

Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various non-profit associations before returning as Contest Director. E-mail: [legrandconcours@sbcglobal.net]

Region I (New England) Representative **Joyce Beckwith** (MAT-Harvard) is Director of Foreign Languages for Wilmington, MA Public Schools. A Past-President of the Eastern Massachusetts Chapter and of MaFLA, she now serves as Chapter Treasurer, Assistant Editor of Pedagogy for the *French Review*, and Co-Chair of the Commission for the Promotion of French. She is a *Chevalier dans l'Ordre des Palmes Académiques*, a member of the AMOPA National Board of Directors, and a recipient of MaFLA's Distinguished Service Award. E-mail: [jbeckwith@wilmington.k12.ma.us]



Abbe Guillet (Goucher College, Columbia University), new Region II (New York & New Jersey) Representative, has been teaching since 1988 at C.W. Baker High School in Baldwinsville, NY. She has also taught English at the *Lycée français de New York* and in Versailles. She has been active in her local foreign language association, served two terms on the board of the New York State Association of Foreign Language Teachers, and was honored to receive the Ruth E. Wasley Distinguished Teacher Award. She has also served as President and Vice-President of the Central New York Chapter. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail:



[anguillet@yahoo.fr] **Alice Cataldi**, Region III (Mid-Atlantic) Representative, was born in Israel of Armenian parents and grew up in a multicultural environment. She received degrees from the College of Saint Rose and the University of Connecticut. She has taught at the high school and university levels and has served as chapter president. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [acataldi@udel.edu]

New Region IV (Southeast) Representative **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at the University of Alabama at Birmingham. She specializes in 17th-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with state language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [danielou@uab.edu]



Randa Duvick (Ph.D. University of Chicago), Region V (East Central) Representative, has been at Valpa-raiso University since 1986. She has chaired the Department of Foreign Languages and Literatures as well as an interdisciplinary major. She has written and presented on topics, such as 19th-century literature, interdisciplinary collaborations, and the history of a French-Canadian fur trader in the Upper Midwest. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [randa.duvick@valpo.edu].

Region VI (West Central) Representative **Gregg Siewert** (Ph.D. University of Iowa) is Professor of French at Truman State University (MO). He has been an active participant and presenter in AATF conventions and, most recently, won the *Dictée* contest



at the 2005 Quebec Convention. He has received two NEH summer fellowships and is a Past-President of the Foreign Language Association of Missouri. E-mail: [gsiewert@truman.edu]



Jacqueline Thomas, (Ph.D. Texas A&M University) Region VII (South Central) Representative, is a Regents Professor of French at Texas A&M University-Kingsville. She is the author of the

testing programs that accompany *Rendez-vous*, *Vis-à-Vis*, and *Débuts*. She has been President and Vice-President of both the Central Texas AATF Chapter and the *Alliance française de Corpus Christi*. She recently became an AP reader. E-mail: [jthomas@tamuk.edu]

Region VIII (Southwest) Representative **Anne Jensen** ♣ (M.A. Stanford) teaches French at Gunn High School (CA). She recently served as President of the Northern California AATF Chapter and was a representative of the California Language Teachers Association. She has been named California Foreign Language Teacher of the Year as well as receiving many other awards. E-mail: [annejensen@att.net]



New Region IX (Northwest) Representative **Ann Williams** (Ph.D. Northwestern) also has a *Diplôme d'Études approfondies* from the *Université Lyon II*. She is currently professor of French at Metropolitan State College of Denver where she teaches courses in

language, literature, and culture. She regularly presents at conferences and writes on contemporary French culture, and she has co-authored four college-level French textbooks. E-mail: [gascona@mscd.edu].

**PHILADELPHIA
CONVENTION
July 4-7, 2010**

2010 AATF CONVENTION IN PHILADELPHIA

By this time, you have already decided to come to Philadelphia for the weekend of July 4, haven't you? In the last issue of the *National Bulletin*, we told you about all the fun things filled with French flavor you can do in historic Philadelphia. There are many French restaurants within walking distance of the hotel which will make you think that you are in France or other Francophone countries. We have reserved two of them just for AATF convention-goers and their friends on Monday evening, July 5. You can find out about them at their Web sites, *La Crêperie* [www.lacrepieriecafe.biz/] and *La Minette* [www.bistrotlaminette.com/index.php]. The owners have prepared a special menu and will be present to speak with you in French as will the French-speaking wait staff.

The City Tavern, almost next door to the Sheraton Society Hill Hotel, is not a French restaurant, but it is an authentically restored pre-revolutionary tavern, where many of the early French immigrants gathered to discuss political issues. Check out their Web site at [www.citytavern.com], and find an interesting story about a Frenchman who helped change the course of the American Revolution at [www.beachlloyd.com/book12.html]. You can follow the Trolley Tour of French Philadelphia with the information you will find in it, although guides will also explain what you are seeing. You will have to come early for the tour, since it will take place on July 3, the day before the convention starts.

If you would like to attend a play with French inspiration, we have one of those for you also. Stephen Sondheim's Pulitzer Prize-winning musical was inspired by Georges Seurat's stunning masterpiece, "Sunday Afternoon on the Island of La Grande Jatte." Brimming with beauty and light, *Sunday in the Park with George* celebrates the power of creation. *Sunday in the Park with George* will be playing at the Arden Theatre in Olde City Philadelphia, a few blocks from the convention hotel, from May 27-July 4, 2010. (If you are bringing children, it is recommended for 9th grade and older.) Additional information about the show and how to order tickets may be found at [www.ardentheater.org/2010/sunday.html]. While you are there, you can visit historic Christ Church which is adjacent to the theater.

The area around the Sheraton Society Hill Hotel is filled with history. Not far away you will find Independence National Park where all the national landmarks are free. Don't forget to visit the Liberty Bell! What better activity for our national holiday! You might also want to see the Constitution Center, which is a good bargain. Here

you will see a moving interpretation of American freedom with a live one-person performance. You will also see many documents pertaining to American history and learn about the importance of immigration. We have arranged for a walking tour of historic Philadelphia, "Franklin's Footsteps." This will orient you to the area, but the Visitors' Center, near the Liberty Bell, will provide ample information as well as affordable souvenirs. Guides in traditional costumes will delight everyone. Plan to bring the family!

Even though the Phillies did not win the World Series this year, they came close. You might want to see them in action. Check their Web site: [<http://philadelphia.phillies.mlb.com>]. The stadium is a short ride from the hotel. The Ritz Theater, which shows international films, is right around the corner from the hotel. For children and for animal lovers, the Philadelphia Zoo, the first zoo in the country, is just a short ride away, located in beautiful Fairmount Park, one of the largest city parks in the world.

Don't plan to leave right after the sessions end on July 7, because a visit to the world-famous Barnes Gallery is imperative. It contains an unsurpassed collection of impressionist and post-impressionist art, largely French works. Learn more about it at [www.barnesfoundation.org]. It is very hard to get tickets, but we have already put down a deposit to ensure you will have a place and have arranged transportation. We will leave early in the afternoon on Wednesday, July 7. Reserve early with your registration materials! By the way, there will be a Renoir exhibit at the Philadelphia Museum of Art, which is open on Friday evenings as well as other days until 5:00 p.m.

With all of this to do, why wouldn't you choose Philadelphia? Bring the whole family, and while you are attending all the wonderful sessions that our colleagues, and perhaps you, will be presenting, the rest of the family can visit many of these wonderful sites. Stay a day later, and all of you can come to New York and visit the United Nations and the Metropolitan Museum of Art. We have planned an exciting tour. Stay even longer and you can go to Washington D.C. or Lancaster or just simply enjoy Philadelphia. Keep looking for more updates from your local committee. We will be looking for you in Philadelphia for the weekend of the 4th of July 2010.

Mary Helen Kashuba SSJ
Chestnut Hill College (PA)
[kashubam@chc.edu]

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*

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 \$25 (members)/\$40 (nonmembers) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 5/31/2010.

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/Mastercard only) _____ Exp. date _____

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**2010 AATF ANNUAL CONVENTION
PHILADELPHIA, JULY 4-7, 2010**

AATF NATIONAL COMMISSIONS

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Martin, TN 38237
E-mail: [bobp@utm.edu]

Commission on Articulation
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Commission on Community Colleges
Denise McCracken, Chair
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E-mail: [dmccracken@stchas.edu]

Commission on Cultural Competence
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FLES* Commission
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Commission on French for Business and Economic Purposes: Eileen Angelini, Chair
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Commission on Telematics and New Technologies: Lara Lomicka Anderson, Chair
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E-mail: [lomicka@sc.edu]

Commission on Universities
Patricia Cummins, Chair
Virginia Commonwealth University
P.O. Box 842021
Richmond, VA 23284-2021
E-mail: [pcummins@vcu.edu]

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.

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. \$15 (members)/\$18 (nonmembers)

Parlez-vous...Poster Series

Series of 6 color posters (11x17") promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$25 for set of 6 + guide (members)/\$40 (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 5/31/2010

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> (\$15/\$18)	_____ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	_____
_____ <i>Parlez-vous posters</i> (\$25/\$40)	_____ <i>Making Global Connections</i> (\$25/\$40)	_____
_____ <i>Vive la France!</i> (\$20/\$30)		_____

TOTAL ENCLOSED _____

Name: _____

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City, State, Zip: _____

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

USING CAPL IN THE CLASSROOM

The new, expanded CAPL Project provides teachers and learners with an open source, free database of authentic media for foreign language instruction: [<http://capl.washjeff.edu>]. The project from Washington & Jefferson College has been redesigned, re-launched, and expanded five-fold from the original German to include established databases for German, ESL, French, Spanish, and Chinese. The following projects are "active" and should reach at least 1000 media entries by the Spring 2010: Spanish (Central America, Mexico, & Peninsular Spain), Arabic, Japanese, Russian, and Ukrainian.

We have several dormant projects that are scheduled to be completed in a year or so. We are also willing to create new language projects for people with a particular interest in ESL, Italian, Portuguese, and Spanish (Andean).

The CAPL Project (Culturally Authentic Pictorial Lexicon) provides a 100% non-commercial way for teachers and learners to incorporate authentic media into their lessons, distance learning modules, Web sites, posters, research presentations, etc.

The project seeks to provide a way to incorporate both visual and cultural literacy into the foreign language classroom. Please feel free to pass on the link to the site or use the images in your presentations. Our usage guidelines are generous and meant to be as simple as possible.

CAPL is being used in over seventy countries free of charge and with our recent expansion, we hope to provide more high quality, authentic media to improve foreign language education in the U.S. and beyond.

Using CAPL in the Classroom: [<http://capl.washjeff.edu/usingCAPLinclassroom.pdf>]

Michael R. Shaughnessy
Washington & Jefferson College
[german@washjeff.edu]

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 22). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

NEW AATF REGIONAL STRUCTURE

The AATF regional structure underwent a change as of January 1, 2010. A number of AATF chapters are now part of a different region, two regions merged, and one extremely large region split in two. Three new Regional Representatives took office January 1 for three-year terms. Finally, the regions' names and numbers have changed.

Region I: New England

Representative: Joyce Beckwith
E-mail: [jbeckwith@wilmington.k12.ma.us]
Chapters: Connecticut, Eastern Massachusetts, New Hampshire, Maine, Rhode Island, Western Massachusetts & Vermont

Region II: New York/New Jersey

Representative: Abbe Guillet
E-mail: [anguillet@yahoo.fr]
Chapters: Central New York, Hudson Valley NY, Metropolitan NY, Nassau NY, New Jersey, Pays du nord NY, Rochester NY, Suffolk NY, Westchester NY, Western New York

Region III: Mid-Atlantic

Representative: Alice Cataldi
E-mail: [acataldi@udel.edu]
Chapters: Central Pennsylvania, Delaware, Lehigh Valley PA, Maryland, Northeastern Pennsylvania, Northern Virginia & DC, Philadelphia, Susquehanna PA, Virginia, Western Pennsylvania

Region IV: Southeast

Representative: Catherine Daniélou
E-mail: [danielou@uab.edu]
Chapters: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

Region V: East Central

Representative: Randa Duvick
E-mail: [randa.duvick@valpo.edu]
Chapters: Detroit, Indiana, Kentucky, Michigan, Northwest Indiana, Ohio, Tennessee, West Virginia

Region VI: West Central

Representative: Gregg Siewert
E-mail: [gsiewert@truman.edu]
Chapters: Chicago/Northern Illinois, Downstate Illinois, Greater Kansas City, Greater St. Louis, Iowa, Minnesota, Wisconsin

Region VII: South Central

Representative: Jacqueline Thomas
E-mail: [j-thomas@tamuk.edu]
Chapters: Arkansas, Central Texas, El Paso, Hautes Plaines TX, Houston, Kansas, Louisiana, Nebraska, North Texas, Oklahoma, South Texas

Region VIII: Southwest

Representative: Anne Jensen
E-mail: [annejensen@att.net]
Chapters: Arizona, Hawaii, New Mexico, Nevada, Northern California, San Diego, Southern California, Utah

Region IX: Northwest

Representative: Ann Williams
E-mail: [gascona@mscd.edu]
Chapters: Colorado/Wyoming, Idaho, Montana, North Dakota, Oregon, South Dakota, Washington/Alberta/British Columbia/Alaska

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 18.

- I. 1. m'envoies; 2. paierons; 3. essayait (ou avait essayé); 4. m'ennuyez; 5. emploie
- II. 1. tous; 2. tous; 3. toutes; 4. tout; 5. toute
- III. 1. depuis; 2. depuis; 3. pendant; 4. pendant; 5. depuis; 6. depuis; 7. depuis; 8. pendant; 9. pendant; 10. depuis
- IV. 1. /y perdre son latin/
Dans ces histoires de vengeance politique, on y perd son latin.
2. /être au coude à coude/
Ces deux candidats sont au coude à coude 2 semaines avant l'élection.
3. /se presser au portillon/
Personne ne s'est pressé au portillon pour aider ce diplomate accusé de fraude.
4. /être du cru/
Les gens du cru n'ont jamais accepté ce député «parachuté» de Paris.
5. /être en haleine/
Tout le monde était en haleine avant l'annonce des résultats des élections.
- V. 1. gyrophare; 2. ornithologue; 3. en poupe; 4. sismiques; 5. désenclaver; 6. vulcanologues; 7. Organisation mondiale de la Santé; 8. cagoules; 9. déferé; 10. avorté

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].

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.

\$.44 postage required for 4 copies of the flyer

\$.61 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 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 \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*

_____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)

_____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)

- 10 *Forward with French* bumper stickers
- 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 *Forward with FLES**

_____ DVD *French-Speaking Louisiana*

- 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

_____ AATF Notecards (2 sets of 12 cards)

_____ 25 *On est les meilleurs!* buttons

_____ 25 *Forward with French* pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 5/31/10.

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 _____

REGIONAL REPORTS

REGION V: EAST CENTRAL

Within the East Central region, chapters have welcomed new leadership; provided new and improved means of communications and other support for members; have organized ways for members to collaborate, hone their language skills, and share ideas and experiences; and have provided opportunities for students to learn.

New Leaders: Steve Ohlhaut took over as President of the Indiana Chapter with new Vice-President Jessica Sturm. Tiffany Hornback is the new President of the Kentucky Chapter, with a leadership team including Jocelyne Waddle (Vice-President), Sarah Hinds (Secretary), and Grace Patton (Treasurer). Congratulations to Ohio's Fred Toner, who is the new President of the Ohio Foreign Language Association (OFLA).

Communication: Several chapters have created new opportunities for communication or rejuvenated existing ones. The Indiana Chapter's Web site has been re-done and is at [www.infrenchteachers.org]. In Kentucky they are taking advantage of on-line social networking to create collaboration and exchange among members with their new "Ning" page—like a Facebook page, but for groups. They can exchange teaching ideas, plan upcoming events together, share favorite Web sites, and so on. All AATF members can check it out, at [http://aatfky.ning.com]. Ohio's blog is continually updated and helps members to know what events are coming up: [http://aatfohio.wordpress.com].

Professional Development and Social Activities: West Virginia French teachers gathered in April 2009 at their annual *samedi d'immersion* at West Virginia University. More immersion events for teachers were offered by Detroit (26th annual weekend at Camp Dainava), Ohio (annual immersion session at OFLA meeting and retreat at Mohican State Park), and Northwest Indiana (monthly potluck *soirées d'immersion* at members' homes).

The Detroit Chapter offers a yearly *dîner gourmand*, and in 2009 had a *raclette* gathering as well as an excursion for members to experience Belgian feather bowling. In Kentucky, French teachers were invited to dinner at their state conference's.

The Northwest Indiana Chapter offered an extra monthly cultural activity for members and worked with Valparaiso University to host their annual French Teachers' Workshop in February 2009. The Ohio Chapter collaborated with Wright State University to organize an Immersion Pre-Service Day in August. The Ohio Chapter's Book Club selection for 2009 was *Comment peut-on être français?* by Chadhortt

Djavann, and their 2010 selection, for discussion at the April state meetings, is *Où On Va Papa?* by Jean-Louis Fournier.

Chapters work hard to solicit French topics at their state language association meetings. The OFLA meetings featured ten presentations related to French. Chapter meetings at state meetings also function to help recruit members and do more than just chapter business. The Indiana AATF meeting at the Indiana Foreign Language Teachers' Association meeting in November featured a *dictée* just for fun. I was delighted to speak about the AATF and the French Language Advocacy Kit to assist the Detroit and Michigan Chapters in their joint session, to help work toward new member recruitment; the Ohio meeting featured wine and cheese.

Several chapters offer financial support for members. The Northwest Indiana Chapter offers a grant to teachers whose schools do not reimburse expenses related to attending the state foreign language conference, and the Ohio Chapter budgeted grant support for an Ohio teacher for 2009.

Student Support: In Indiana, students participate in the annual *Congrès*, with competitions for songs, skits, and other creative work. Similarly, in Kentucky, French students participate in Kentucky World Language Day. The Ohio Chapter sponsored an entire Immersion Day for *lycéens et étudiants universitaires* at Wright State University, in connection with National French Week. Northwest Indiana French students participated in the annual *Fête du théâtre* at Valparaiso University in April 2009.

Submitted by Randa J. Duvick
Region V Representative
[randa.duvic@valpo.edu]

Note: because of the regional restructuring, the East Central Region was Region VI and is, as of January 1, Region V with the addition of Tennessee.

SUBMISSIONS TO THE FRENCH REVIEW

Until June 30, 2010, the submitted articles should be sent to the Editor, Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717. As of July 1, 2010, the submitted articles should be sent to the Editor, Edward Ousselin, Modern and Classical Languages, Western Washington University, Bellingham, WA 98225-9057.

QUEBEC RESEARCH GRANTS FOR STUDENTS IN THE U.S.

These two grants for young Quebec studies scholars in the U.S. are aimed at preparing the next generation of Quebec studies specialists by giving the candidates selected an opportunity to carry out research in Quebec and meet experts in their fields. Recipients will be supervised by a professor and/or researcher who will act as their sponsor, providing them with guidance in their Quebec studies research and helping them establish useful research contacts. A minimum stay in Quebec of three months is required and can be scheduled at any time during the academic year, provided that it coincides with the designated supervisor's availability. The stay must be completed before May 30, 2011.

The grants are awarded by *Ministère des Relations internationales du Québec*, the International Association of Quebec Studies, and the American Council for Quebec Studies.

Those interested should submit their application (preferably by e-mail) no later than **March 20, 2010** to: Association internationale des études québécoises, Web: [www.aieq.qc.ca]; Courriel: [accueil@aieq.qc.ca]; Application form: [www.aieq.qc.ca/aide/documents/formulaire_bourse.etats-unis.2010.en.doc].

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-79 (1927-2007) 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 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 only) _____ Exp. _____ Sec. Code _____

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each award winner will receive a framed certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2011, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Philadelphia in July 2010.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2010**.

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

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

TIME LINE

The postmark deadline for submitting all documents to the awards chairman will be **February 1, 2010**. Decisions will be made by **March 1, 2010**. Recipients will be notified by **March 15** so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development may include

but is not limited to

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

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

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

NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or electronically in .pdf format to [abrate@siu.edu]. The nomination must be postmarked no later than **February 1, 2010**.

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at www.languagepolicy.org

MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, Vol. 82, No. 4, mars 2009. Le corrigé se trouve à la page 13

- I. Complétez les phrases à l'aide des verbes proposés.
1. Il faut que tu me _____ (envoyer) mon courrier.
 2. Nous vous _____ (payer) demain.
 3. Il _____ (essayer) en vain de résoudre ce problème quand, soudain, il trouva une solution.
 4. Vous me _____ (ennuyer) constamment avec vos histoires de volcans éteints.
 5. Cette entreprise _____ (employer) encore 300 ouvriers.
- II. Complétez les phrases suivantes à l'aide de la forme appropriée de *tout*.
1. De _____ ces animaux celui que je préfère est le lynx.
 2. _____ les gens du cru détestent cette autoroute.
 3. L'ingénieur a remédié à _____ les malfaçons.
 4. _____ ce que vous me dites ne me convaincra pas.
 5. Nous avons vécu _____ une période difficile.
- III. Complétez les blancs soit avec *depuis* soit avec *pendant*.
1. L'expression «la France profonde» n'existe que _____ une vingtaine d'années.
 2. Il a été élu au Conseil Régional; _____ lors, la Région a prospéré.
 3. _____ longtemps, j'ai cru au progrès de la science conjointement avec les progrès de «l'âme humaine».
 4. _____ combien de temps vous a-t-il boudé?
 5. Ils vivent dans l'indivision _____ des siècles.
 6. Nous ne nous intéressons vraiment au réchauffement climatique que _____ deux décennies.
 7. _____ peu, le milan royal est considéré comme une espèce en danger.
 8. Nous irons en Auvergne _____ les vacances de printemps.
 9. Cette offensive a été menée _____ le règne de ce dictateur.
 10. Ce braqueur est en prison _____ 2 mois.
- IV. Donner une expression dans laquelle intervient le mot proposé et faites une phrase avec cette expression.
1. latin
 2. coude
 3. portillon
 4. cru
 5. haleine
- V. Remplissez le blanc avec le mot qui convient.
1. La voiture de police est surmontée d'un _____.
 2. Le savant en charge des oiseaux est un _____.
 3. Le candidat a le vent en _____.
 4. Los Angeles est construit dangereusement sur des failles _____.
 5. Le T.G.V. va _____ cette région isolée.
 6. Les spécialistes des volcans sont des _____.
 7. L'O.M.S. est le sigle pour _____.
 8. Pour éviter d'être identifiés, les braqueurs avaient enfilé des _____ sur leur visage.
 9. Ce voleur a été _____ au Parquet.
 10. Elle avait décidé de ne pas donner naissance à un enfant non désiré, elle a donc _____.

Colette Dio, Nancy, France

MEMBERS' NOTES



Jayne Abrate with Ambassador Vimont.

Jayne Abrate, AATF Executive Director, was awarded the rank of *Officier dans l'Ordre des Palmes académiques* by the French Ministry of Education. The award was presented at a ceremony held during the 2009 ACTFL Convention in San Diego at the dedication of the new home of the San Diego *Alliance française*. His Excellency Pierre Vimont, French Ambassador to the U.S., decorated Dr. Abrate in a ceremony attended by many AATF members, French and Quebec government representatives, and local *Alliance française* members. Dr. Abrate was recognized for her many years of service to French teachers at all levels.

Myrna Delson-Karan, former AATF Region I Representative, received a Vision 20/20 Award for her contribution to the Association for Canadian Studies in the United States (ACSUS) and to the development of Canadian Studies in the U.S. at the conference of ACSUS held in San Diego in November.



L. to R.: Samantha André, Connie Fredericks-Malone, Anne Miller, Nancy Gadbois, Becky Fox

Nancy Gadbois, former chair of the AATF Commission on Student Standards, was awarded the rank of *Chevalier dans l'Ordre des Palmes académiques*. Nancy holds the distinction of being the first honoree in Western Massachusetts. The ceremony was attended by family, friends, colleagues, and students. Anne Miller, *Attachée culturelle*, and Samantha André, *Attachée culturelle adjointe*, from the French Consulate in Boston were present. Jean-Jacques Goldman sent personal wishes to her (see column 3).

AATF member **Stephen Kiley**, a frequent AATF convention attendee, presenter, and helper, was honored at the fall conference of the Massachusetts Foreign Language Association (MaFLA) with the MaFLA Friend of Foreign Language Award.

Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, recently received National Board Certification. This certification recognizes accomplished teachers and is presented by the National Board for Professional Teacher Standards.

Bonnie Robb, Associate Professor of French at the University of Delaware and a longtime AATF member, received the



Bonnie Robb, center, holding a bouquet, Alice Cataldi on her left, surrounded by student teachers.

Delaware Council for the Teaching of Foreign Languages (DECTFL) Advocate of the Year Award. Alice K. Cataldi, a member of the DECTFL Board of Directors and AATF Region III Representative, made the presentation at the annual banquet held on November 5, 2009.

In addition to teaching 18th Century French Literature, Bonnie is the Coordinator of the Foreign Language Education Program at the University and Associate Chair of the Department. She received the award in recognition of her numerous contributions as a mentor, a leader and an advocate for foreign languages.

AATF Past-President **Margot M. Steinhart** received the 2009 ACTFL Florence Steiner Award for Excellence in Foreign Language Education (K-12). Margot was recognized for her impressive service to the profession as a member of ACTFL, the Central States Conference on the Teaching of Foreign Languages, and, of course, to the AATF and the Chicago/Northern Illinois Chapter. Her nomination was co-sponsored by the AATF and Central States. She continues to develop and lead on new and innovative projects to help teachers of French at all levels.

Mesdames, Messieurs,

Lorsqu'on écrit des chansons, on se met en grand danger car tout peut arriver: Bien sûr vous connaissez les histoires miraculeuses de ces maquettes qui deviennent des tubes planétaires, apportant la joie à un public, et gloire et argent à son auteur. Mais il existe bien d'autres destins pour nos pauvres compositions: Les poubelles d'abord, où finissent tant de chansons ébauchées ou ignorées, les fêtes de famille ou de lycée que ces ritournelles ne dépasseront pas, celles qui n'auront été susurrées qu'à une oreille, le temps d'un flirt ou plus si affinités, celles qui, composées un soir de beuverie sont absolument oubliées au matin...

La vie des chansons est fragile et dangereuse...

Et puis parfois, on a l'incroyable chance de les retrouver dans un livre, de les savoir utiles, et utilisées. C'est extrêmement émouvant de les voir participer à leur tour à ce qui les a fait naître: L'amour des mots, l'envie de communiquer, le plaisir de chanter. Ce bonheur m'a été offert par quelques professeurs, c'est une grande fierté. C'est la raison pour laquelle j'ai beaucoup de plaisir à m'associer à l'hommage

rendu à Madame Nancy Gadbois qui m'a fait l'honneur de se servir de mes chansons pour la plus noble des raisons: enseigner, transmettre.

C'est aussi l'occasion de saluer la mémoire de mon amie si chère, Carole Fredericks qui m'a tant inspiré par sa voix, sa personnalité et ses origines. Elle a été une merveilleuse porte vers votre pays et votre culture.

Jean-Jacques Goldman



Margot Steinhart with Sherwin Little, Chair of the Steiner Award Committee.

SERVICE CULTUREL DE L'AMBASSADE DE FRANCE

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser au Service Culturel Français de votre circonscription.

ADRESSES

CIRCONSCRIPTIONS

SERVICE CULTUREL DE L'AMBASSADE DE FRANCE NATIONAL/WASHINGTON, DC

Mme Catherine PÉTILLON, Attachée de coopération
éducative

AMBASSADE DE FRANCE/WASHINGTON, DC

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AMBASSADE DE FRANCE/NEW YORK

M. Fabrice JAUMONT, Attaché linguistique

Consulat général de France / Service culturel
972 Fifth Avenue
New York, NY 10021
Téléphone: (212) 439-1400
www.frenchculture.org

Connecticut, New
Jersey, New York, Bermuda

CONSULAT DE FRANCE/ATLANTA

Mme Carole SCIPION, Attachée culturelle Mme Émilie RENOUVIN, Attachée culturelle adjointe

Consulat général de France / Service culturel
Prominence in Buckhead
3475 Piedmont Road NE
Suite 1840
Atlanta, GA 30305
Téléphone: (404) 495-1660
www.consulfrance-atlanta.org

Alabama, Georgia
Mississippi, North
Carolina, South
Carolina, Tennessee

CONSULAT DE FRANCE/BOSTON

Mme Anne MILLER, Attachée culturelle Mme Samantha ANDRÉ, Attachée culturelle adjointe

Consulat général de France / Service culturel
Park Square Building
31 St. James Avenue, Suite 750
Boston, MA 02116
Téléphone: (617) 832-4460
www.consulfrance-boston.org

Maine, Massachusetts,
New Hampshire, Rhode
Island, Vermont

CONSULAT DE FRANCE/SAN FRANCISCO

M. Denis BISSON, Attaché culturel M. Yann BERTOUX, Attaché culturel adjoint

Consulat général de France / Service culturel
540 Bush Street
San Francisco, CA 94108
Téléphone: (415) 616-4921
www.consulfrance-sanfrancisco.org

Alaska, California, Hawaii,
Idaho, Montana, Nevada
Oregon, Utah, Washington,
Wyoming

ADRESSES

CIRCONSCRIPTIONS

CONSULAT DE FRANCE/LA NOUVELLE ORLEANS

M. Olivier BROCHENIN, Attaché culturel Mme Aude GHESPIÈRE, Attachée de coopération

Consulat général de France / Service culturel
Suite 1710
1340 Poydras Street
New Orleans, LA 70112
Téléphone: (504) 569-2870
www.consulfrance-nouvelleorleans.org

Alabama, Arkansas,
Georgia, Louisiana,
Mississippi, Tennessee

CONSULAT DE FRANCE/LOS ANGELES

M. Jean-Christophe HAREL, Attaché culturel M. Yann PERREAU, Attaché culturel adjoint

Consulat général de France / Service culturel
10390 Santa Monica Boulevard
Suite 410
Los Angeles, CA 90025
Téléphone: (310) 235-3200
www.consulfrance-losangeles.org

Arizona, Colorado, New
Mexico, California, Nevada

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www.frenchteachers.org



HIGH SCHOOL STUDENTS ATTEND FRENCH IMMERSION DAY

On November 4, 2009, over 250 advanced French students from eighteen Ohio high schools traveled to Wright State University to celebrate National French Week by participating in WSU's 7th annual French Immersion Day. Students signed a pledge to speak only French all day long, which they respected with a few reminders along the way.

Because the United Nations declared 2009 the Year of Astronomy, all immersion day activities were centered around the theme of interplanetary exploration and the wonders of space. Wright State professors and students facilitated interactive French-only activities, such as a flag parade and game, theatre workshop, live music, Mad Libs (*Folies impromptues*), Trivial Pursuit, Simon Says (*Jacques a dit*), and an essay-writing contest based on the *Petit Prince*. Contest winners received prizes and the winning essay was published.

In his keynote address, the president of Wright State University, Dr. David Hopkins, reminded students of the relevance of studying French, a language spoken by over 200 million people in 50 countries all over the world, and a common language for culture, diplomacy, research, science, business and international communication. The Chair of Modern Languages, Dr. Stefan Pugh, a true polyglot, gave an address in French in which he encouraged students to continue their language studies.

We offer the following activities, developed by program organizers and WSU French professors Pascale Abadie, Barbara Galbraith, Marie Hertzler, and Kirsten Halling, as our contribution to your celebration of *l'Année Mondiale de l'Astronomie*. We hope that you will enjoy them as much as the Immersion Day participants did.

FOLIES IMPROMPTUES # 1

Le Partenaire #1 garde le papier, et demande au Partenaire #2 de lui donner des mots répondant aux critères ci-dessous. Le Partenaire #1 met les mots dans les blancs. Les deux partenaires lisent l'histoire qu'ils inventent.

1. chiffre ordinal (ex. deuxième)
2. prénom
3. nom (masc/pl)
4. nom (fém/s/consonne)
5. adjectif (fém/pl)
6. adjectif (fém/s)
7. adjectif (fém/pl)
8. nom (fém/s)
9. nom (fém/pl)
10. prénom
11. verbe (infinitif)
12. nom (pl)
13. verbe (infinitif)

14. chiffre
15. nom (masc/s)

L'année 2009 marque le 400^e anniversaire de la _____(1) utilisation du télescope par _____(2) Galilée et le 40^e anniversaire des premiers _____(3) sur la _____(4). C'est pour cette raison que l'Organisation des Nations _____(5) a proclamé 2009 l'Année _____(6) de l'Astronomie. L'invention de Galilée, qui a inspiré quatre siècles de découvertes _____(7), est considérée comme une _____(8) scientifique et technologique. Cette année, le monde célèbre nos _____(9) cosmiques; un héritage commun qui unifie tous les habitants de la planète _____(10). Son but est de faire _____(11) la passion de la découverte, la valeur des _____(12) scientifiques et le plaisir qu'il y a à mieux _____(13) l'Univers et la place que nous y occupons. Plus de _____(14) pays se sont engagés à y participer, formant un _____(15) unique de communicants et enseignants en astronomie.

FOLIES IMPROMPTUES # 2

Le Partenaire #1 garde le papier, et demande au Partenaire #2 de lui donner des mots répondant aux critères ci-dessous. Le Partenaire #1 met les mots dans les blancs. Les deux partenaires lisent l'histoire qu'ils inventent.

1. nom (sing/fém)
2. une star (femme)
3. une star (homme)
4. vêtement (sing/fém)
5. nom (sing/fém)
6. nom (sing/fém)
7. nom (sing/masc)
8. profession
9. nom (pl)
10. nom (sing/fém)
11. nom (sing/masc)

Voyage interplanétaire

Le moment tant attendu est enfin arrivé. Aujourd'hui, tu pars pour la _____(1) avec tes deux meilleurs amis: _____(2) et _____(3). Tu mets ta _____(4) spatiale et tu entres dans la _____(5). Tu dis au revoir à la _____(6), et tu regardes vers le _____(7). Maintenant, tu es un(e) vrai(e) _____(8)! Ta mère te crie un dernier conseil: «Attention aux _____(9)»! Tu lui souris, mais déjà tu es ailleurs. Le compte à rebours commence: 5, 4, 3, 2, 1, FEU! La _____(10) se lance dans l'air. Tu as très peur, mais tu ne dis rien. Tu regardes à travers le hublot, et le _____(11) devient de plus en plus petit.

PERDUS DANS L'ESPACE: PIÈCE INTERGALACTIQUE EN UN ACTE—À JOUER ET FINIR EN GROUPES DE SEPT PERSONNES

Liste des personnages:

Orion, singe francophone [Mme Badie est la seule personne qui le comprene]

Docteur Horrible, génie diabolique
Odieux, acolyte du Docteur Horrible
[parle toujours en rime]

Madame Badie, interprète du singe
Joe-Bob, Directeur de la NASA à Houston

Deux extraterrestres: E.T. et Clickclack

L'action se passe à l'intérieur d'une capsule spatiale et au Centre spatial de la NASA à Houston. Après une lutte pendant laquelle Madame Badie essaie de sauver son singe du Docteur Horrible, elle se trouve enfermée dans la navette avec son ennemi mortel, ayant coincée son talon aiguille dans une articulation mécanique. Les portes automatiques se ferment, la fusée est lancée, et quatre personnes se trouvent en route pour l'espace, la dernière frontière.

Dr. Horrible: Mwahahahahahaha!

Odieux: Oui, Mwahaha... On l'a, n'est-ce pas?... Ça va! C'est extra! Elle est à moi—et à toi!

Dr. H: Odieux, arrête tes rimes lamentables. Ça ne fait aucun sens. T'es ridicule!

Odieux: [*l'air blessé*]: Tu me mets à ma place en espace, quoique je fasse. C'est dégueulasse.

Dr. H: Parle à ma main [*Met sa main dans la figure d'Odieux*].

Mme Badie: [*réussit ENFIN à libérer sa chaussure en cassant le talon*] OMD! J'ai ruiné mes talons hauts. Je vais avoir l'air d'une Américaine!

Dr. H: Je te tiens, ma chère Badie. Tu ne m'échapperas plus.

Mme B: Tais-toi, Horrible. Tu me casses les pieds.

Dr. H: Je te casserai le, le... euh...

Mme B: Imbécile. [*au singe Orion*] Je n'ai même pas de combinaison spatiale. Comme vais-je pouvoir survivre sans atmosphère?

Orion: [*Bruits de singe*] Là-bas! Dans le coin! Mets-la vite. Il n'y aura plus d'oxygène dans quelques minutes.

Dr. H: Que dit-il? Comment? Quoi? Ah, je déteste cette langue...

Odieux: Je ne comprends rien. Ce n'est pas bien. Ce langage n'est pas le mien.

Mme B: Idiots! Si vous aviez fait attention pendant vos cours de linguistique singe, vous comprendriez ce qu'il dit! [*Elle met la combinaison, mais pour le faire, elle*

doit enlever ses chaussures. Odieux lui prend une de ses chaussures—celle avec le talon—et la lance en l'air.

Odieux: [comme un enfant terrible] Regardez-moi! J'ai la godasse de la limace. J'ai l'espadrille de la fille. J'ai le soulier de la sorcière. J'ai la babouche de la manouche. J'ai la sandale de la ...

Dr. H [l'interrompant]: Arrête! Que tu m'énerves avec tes pauvres rimes... soulier et sorcière?...Ach! T'es pas doué!

Mme Badie essaie d'attraper sa chaussure. Les deux se poursuivent dans une course folle autour de la capsule. La fusée ballote de droite à gauche. Les voyageurs perdent l'équilibre. **Dr. H** essaie d'attraper **Mme Badie**.

Mme B: Lâche-moi, Brute! Ne me touche pas! Au secours! Il va me tuer! Oh, je suis trop jeune pour mourir.

Dr. H: Mais je t'aime, ma chérie. Je ne veux pas te tuer.

Mme B [se dégage de lui avec une grimace de dégoût]: Mais qu'est-ce que tu fais ici, au juste? Vas-tu essayer encore une fois de détruire la planète?

Dr. H: Je veux capturer des extraterrestres pour utiliser leurs os dans une potion secrète.

Mme B: Mais c'est affreux! Vous êtes malade! Vous n'avez pas le droit!

Dr. H: Peut-être, mais avec cette potion, je deviendrai maître de l'univers!

Mme B: Mon Dieu! Je suis Présidente de la Société pour l'Avancement des Droits des Extraterrestres, et je vous ordonne de laisser les extraterrestres en paix.

Orion: [bruits de singe] S'il vous plaît, je dois vous demander de retourner à vos sièges et d'attacher vos ceintures de sécurité. Il va y avoir de la turbulence parce qu'on arrive juste devant un trou noir.

Dr. H: Que dit-il? Je ne parle pas singe.

Mme B: Il dit de me laisser tranquille.

Tout d'un coup, on entend une voix à l'interphone.

Joe-Bob: **Mme Badie**, qu'est-ce que vous faites dans la capsule? Que se passe-t-il?

Mme B: **Joe-Bob**, au secours! Le **Dr...** [Elle ne peut pas finir sa phrase. **Dr. H** et **Odieux** lui couvrent la bouche].

Joe-Bob: **Mme Badie!** **Orion.** Répondez-moi! Qu'est-ce qui se passe? [Mme B, Dr. H et Orion courent tout autour de la capsule. C'est le chaos total].

Orion: [bruits de singe]: Arrêtez! Calmez-vous! Houston, Houston! On a un problème! Le stabilisateur s'est cassé. On va devoir atterrir tout de suite.

Dr. H et Odieux: **Badie!** Traduis! Qu'est-ce qu'il dit? On a des ennuis?

Joe-Bob: Vous êtes tout près de la Planète Vontemanger. **Orion**, essaie

d'incliner la capsule vers la gauche pour amorcer votre descente. Vous atteindrez la surface de la Planète dans dix secondes, neuf, huit, sept, six, cinq, quatre, trois, deux.....Boom!

[Il y a un choc, et tout le monde tombe par terre]. La porte de la capsule s'ouvre, et deux extraterrestres apparaissent...

Qu'est-ce qui va se passer? Est-ce que tout le monde va mourir? Comment sont les extraterrestres? Parlent-ils français? À vous d'écrire la fin de cette pièce...

July 4-7, 2010
Philadelphia



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

La Diversite francophone: passé,
présent, futur".

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 impacts 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]

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows all the American and French legal holidays as well as all the national holidays of the Francophone world.



_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

2010 ELECTION RESULTS

Vice-President: Steven Daniell (TX)

Region II: Abbe Guillet (NY)

Region IV: Catherine Daniélou (AL)

Region IX: Ann Williams (CO)

We would like to take this opportunity to congratulate these four Executive Council members and to welcome them to the Executive Council. They were all elected to three-year terms beginning January 1, 2010. We offer our heartfelt thanks to outgoing Region III Representative, David Graham, and Region I Representative Madeleine Turan who have finished their terms, and to Jacki Williams-Jones, Madeleine Turan, John Fields, and Sylvette Norré for having agreed to run for office.

AATF NATIONAL FLES* COMMISSION 2010 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2009 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is: *DÉCOUVREZ LES MERVEILLES DU MONDE FRANCOPHONE/ Discover the wonders of the French speaking world.* This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors,

pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208.; e-mail: [kkcdancer@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to **THREE PER CHAPTER FOR EACH CATEGORY.** The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **February 24, 2010.** See the AATF Web site [www.frenchteachers.

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

7. Each Chapter President should send the posters postmarked by March 9, 2010 to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208.; e-mail: [kkcdancer@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2010 National FLES* Poster Contest.

Selected winning posters from previous competitions were made into notecards. See page 38 to order.

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

Please type or print all requested information:

Student's Name: _____

Student's Address: _____

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

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Address: _____

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

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

AATF Chapter President _____ Date _____

PLEASE ATTACH THIS FORM TO THE POSTER.



LE RECYLAGE DES JEUX

Those of us who teach elementary and middle school language classes have to have a plethora of activities at our fingertips. The young student, by the nature of the beast, is a kinesthetic learner. Language teachers instinctively know they need to keep their students moving, interacting with the language in as many ways as possible. The rule of thumb suggests that no activity last longer than the number of minutes corresponding to the number of years of age of the student. Ten-year-olds, therefore, will need to change activities every ten minutes. The burden on the teacher is to have a healthy supply of quick drills disguised as games to reinforce the same material. Here are some “recycled” games that can be adapted to any age level to drill without the students being totally aware that it is work.

GPS

I was looking everywhere for a proper term for “GPS” (Global Positioning System) and my French friend laughed at me, assuring me that it was, in fact, “GPS” in French! This is a variation of a trust game played at retreats. This is the kind of game that can slip into a class where needed without any advance preparation. All you need is a kerchief for a blindfold. The vocabulary goals are numbers and direction terms: *à gauche, à droite, tout droit, tourner, continuer, un pas, un pas de bébé, un pas de géant*. One student leaves the room while the class hides the destination object. I use a small *Tour Eiffel*. We blindfold the student outside who returns to search for *la Tour Eiffel*. Here is a great place to reinforce manners when asking directions. It can be as simple as: “La Tour Eiffel, s’il vous plaît, monsieur?” Older students can be more elaborate: “Pardonnez-moi, monsieur, pouvez-vous me dire où se trouve la Tour Eiffel?” The rest of the class takes turns giving one direction each. “Tourne à droite. Va tout droit trois pas. Continue tout droit quatre pas.” Younger students can simply give the number of steps and the direction: “quatre pas à gauche.” It helps to assign one student as *un gendarme* to caution the blindfolded student as he approaches a chair or a wall to avoid injury. For older students, you can add a competitive element by dividing into teams and having two blindfolded tourists looking for the same object. Here *le gendarme* is essential!

TOUR DU MONDE ET CHAISES MUSICALES

This is a variation on simple vocabulary drill with index cards. If you can handle a little chaos, use just one chair. Divide into teams on either side of a chair. Show the vocabulary card, and the first two students vie for the seat. The student must be seated to say the word or phrase on the card. Teams can earn points for each correct answer, but ultimately, it’s just the fun of reaching the chair that counts! If you need a little more order in the class, place two chairs back to back for the same drill. Repetition is painless for the students with this game.

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)

NEW ! AATF POSTCARD SERIES

The AATF has just produced six series of postcards related to France and the French-speaking world. Each series is composed of 10 different images accompanied by a 12-page study guide to utilize the images in the classroom. Each set \$8 or all 6 sets for \$45 (members) // \$10 or \$55 (nonmembers). 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 (Aiges-Mortes, Arènes de Nîmes, Arles et les Arènes, Baux-de-Provence, Grasse, Marseille, Pont Van Gogh, St. Trophime, Théâtre antique d’Orange)
- ___ Québec (Cap des Rosiers, Château Frontenac, Chutes de la Chaudière, Chutes Montmorency, Montréal, Rocher Percé, St. Laurent, Ste. Anne de Beaupré, Ville de Québec)

___ sets x \$8 = _____ or \$45 for all 6 sets (member prices)
 ___ second or third sets of the same series x \$2.50 each

Total enclosed: _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____

E-mail: _____

EXPLORING VIRTUAL LINGUISTIC LANDSCAPES

The linguistic landscape (LL) and its on-line homologue, the virtual linguistic landscape (VLL) or “linguistic cyberscape” (Ivkovic, 2007), have recently begun to draw a great deal of attention from researchers in sociolinguistics and a number of other disciplines. As is the case for many other concepts and areas of inquiry, there is no single way to define a LL; likewise, there are numerous methodological approaches that can be adopted for the purposes of data collection and analysis. This report provides a brief overview of the concept of the LL; then, the VLL is explored as an environment with great pedagogical potential for the development of sociocultural, sociolinguistic, and sociopragmatic competence.

The core of the LL as a construct consists of language that is displayed and used in the public sphere. Early studies, for example, focused primarily on signage, including both words and other symbols used for communicative purposes. “The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration” (Landry & Bourhis, 1997, 25). Backhaus (2005) notes that empirical studies have often been undertaken in areas where language contact was the source of linguistic conflict. In particular, the situations in Quebec and in Belgium have been the focus of empirical studies by both language planners (Monnier 1989; Conseil de la Langue Française 2000) and linguists (Tulp 1978; Wenzel 1996; see Landry and Bourhis [1997] for more references) (p. 104). Depending on the purpose of the study, it is possible to compare a single LL over time (a diachronic perspective) or two or more LLs during the same period. Given the vast amount of language use in different contexts of the public sphere throughout the (Francophone) world, the possibilities indeed seem endless.

Over the past few decades, the scope of analyses of the LL has been expanded in order to distinguish language in the public space produced by private citizens vs. language produced or imposed by governments and corporations. Moreover, Shohamy and Gorter (2009) note that the LL “is a broader concept than documentation of signs; it incorporates multimodal theories to include also sounds, images, and graffiti” (4) and that the study of a LL can be applied to “education, learning, critical thinking and political activism” (4).

One possible framework, outlined by

Huebner (2009), for analyzing a LL involves the use of Hymes’ (1972) model of communication and the SPEAKING mnemonic: Setting (or scene); Participants; Ends (or goals); Act sequences; Key, Instrumentalities; Norms; and Genre. Another framework, offered by Cenoz and Gorter (2009), proposes an analysis from an economic perspective. In this type of study, linguistic diversity can be viewed as analogous to biodiversity, and the goal is to identify and interpret value placed on various languages that exist within a common LL. This framework is based on research by Grin (1990, 1996, 2007), who “mentions as key issues of the field, the benefits and costs of intergroup communication, differences in participation on the labor market, inequality based on language, the provision of language-specific goods, language use in the marketplace, the role of language in economic development and the economic advantages and disadvantages of different policies for language-teaching” (Huebner, p. 58). It is also possible, as demonstrated by Ben-Rafael (2009), to take a sociological approach for investigating a LL. From this perspective, it is important to consider, among other things, how individual, corporate, and public actors or figures present themselves and shape their identities in public spaces. It is then often possible, by extension, to understand relations of power. “The more the power-relations principle plays a role in [LL] structuration, the more this aspect might be the object of confrontations, which would only confirm Bourdieu’s (1983, 1993) view of social reality as interconnected fields structured by power differentiation... and wars of words” (47). The methodological issues, concepts, and theoretical approaches mentioned above are only a sample of those that can be used for exploring LLs.

The next logical step is to extend the LL to cyberspace, where VLLs have one or more dimensions that reflect some characteristics of physical spaces and some that are unique to online communication environments. Ivkovic and Lotherington (2009) explain that the “LL is immersive: the individual enters and exits, functions, and may even reside within the physical territory, interacting linguistically within demarcated spatial boundaries, whereas the VLL is delocalised: anyone can enter and engage within virtual space from anywhere as, for instance, in [Second Life]. So a salient difference between the virtual and physical LL relates to stability and transience” (19).

Another difference involves the ways in which languages co-exist. In physical spaces

(public signage, interactions among the public and shopkeepers or service industry employees), multiple languages can be used simultaneously; however, in cyberspace, languages can be compartmentalized, especially in the case of Web sites. Readers of the on-line version of *Le Monde* or *Berliner Zeitung*, for example, know that they need to be able to read French or German, respectively, since these newspapers have specific audiences and publish information in only one language. However, a news organization such as *Agence France-Presse* with a global brand and presence offers its Web-based content in Arabic, English, French, German, Portuguese, and Spanish.

Ivkovic and Lotherington (2009) found similar differences between the Web sites of the governments of Germany and Russia. In the case of German’s site, content was available in German, English, and French. The content in German was clearly geared toward German citizens (with a message from Chancellor Merkel about better working conditions), yet the content on the English- and French-language pages addressed non-Germans who might want to know about the benefits of globalization for everyone (presumably all over the world). Ivkovic and Lotherington label this type of approach as an informational function since “[t]he Web site is created on pragmatic rather than political principles: the German language site targets primarily German citizens and has a richer menu, leading to a variety of links and more detailed information” (30). Conversely, the Russian government’s site provided almost all content only in Russian. It is clear that potential non-Russian visitors have not been considered or have been ignored. According to Ivkovic and Lotherington, “[a]n implicit message has also been sent: Russian is a major language and should be learned widely; therefore, there is no need for an alternative language in the Web presentation. Another message can be inferred: through its language policy, Russian is intent on resisting the hegemony of the English language” (31). In the case of the Russian government’s site, the noticeable absence of other major languages can be considered a symbolic function of language. Such an approach “is less responsive to the context of the communicative act and implicitly, deliberately or unintentionally, sends a socio-political message involving the place of Russian on the world stage” (32).

Analyzing a linguistic cyberscape in such a way can prove to be difficult since it is necessary to determine—or at least guess—

which languages should be or do not need to be available. Nonetheless, using Ivkovic and Lothierington's (2009) methodology would be a good starting point for analyzing a VLL since the analysis is based on a comparison of two sites that have the potential to be almost identical. At a minimum, most governments with a Web presence use their space to provide practical information to citizens. Whether or not they provide information for non-residents is something that may not be obvious; however, an analysis of this feature of a VLL can offer students opportunities to engage in critical and imaginative thinking instead of limiting the scope of the task to reading comprehension and vocabulary acquisition.

Another dimension of the analysis of a (physical or virtual) LL can involve identifying instances of language play, variation, and borrowing. One example with these features is the site of the *SNCF*. Proper nouns are usually quite easy for students to spot, especially technology-related terms that happen to come from English or American corporations. Visitors to the welcome page of the *SNCF* currently see, for example, *iPhone* and *AppStore*. This is not too surprising since the iPhone has been available in Europe for some time, so it is easy to guess that there is now an iPhone application for *SNCF* travelers (called *SNCFDirect*). The proper nouns *iPhone* and *AppStore* happen to be the only English terms used on the French-language welcome page, but the notions of language contact and the coexistence of multiple languages become somewhat more interesting when the visitor to this site clicks on the British flag icon (for the English-language version of the site) or the German flag icon (for the German-language version of the site). For each non-French version of the welcome page, the top third of the page appears in the language selected; however, the mini-windows on the bottom two thirds of the page (except for the zones *SNCT Services* and *Buy Tickets*) are only partially translated. Each of these mini-windows has a heading or theme at the top and an explanation in the rest of the mini-window, but only the heading or theme is translated. This reinforces the complexities involved in editing, publishing, and viewing hypertext, and this also demonstrates that an analysis of the *SNCF*'s approach to language use might be somewhere between an informational function and a symbolic function. It is not apparent why some content is only partially translated, but an attempt was obviously made to accommodate English- and German-speaking travelers. Curiously, the Latest Press Release mini-window on the English-language site only provides the latest press release in French. It is doubtful that the partial translation is some kind of

political statement on the part of the *SNCF*. Instead, it seems clear that analyses of VLLs will require careful consideration of technological and budgetary limitations (for the translation of all content in all available languages).

On a more global level of the organization of the site, it may take students some time to discover that the *SNCF* welcome page itself has no area for consulting schedules or purchasing tickets. However, anyone who visited this site in the late 1990s might recall that the initial welcome page of the *SNCF* site was indeed designed so that passengers could consult timetables and view travel-related information. Currently, it is necessary to move from the welcome page to the *Voyages-SNCF* mini-site in order to do so. Although it would be impossible for students to undertake a diachronic (different points in time) analysis of the *SNCF* site without access to its archives, teachers interested in a diachronic analysis for this site or any other could take screen captures of sites on a weekly, monthly, or annual basis for future use.

A close examination of curious lexical items as examples of language play and variation can always add a fascinating dimension to the analysis of any (physical or virtual) LL. Visitors to the *Voyages-SNCF* page of the *SNCF* site will notice the term *S'Miles* in the *Fidélité* areas of the page and elsewhere. This blended term from English (*smile* + *miles*) would probably not confuse many speakers of French since *smiley* is already a widely used English borrowing (with positive connotations) referring to a smiling face emoticon in text-based computer-mediated communication, and even though *miles* is not a cultural construct used regularly in (continental) Europe, the term *S'Miles* is contextualized on the Web page within the *Fidélité* category (*Gagnez des S'Miles; Convertissez vos S'Miles en billet de train; Conditions programme S'Miles*). Although the term itself and its use(s) are quite noticeable, a sociolinguistic analysis of this item must go beyond identifying *S'Miles* simply as a blended borrowing from English. In order to understand this aspect of the VLL, it is important to explore opinions about and reactions to the use of this curious term, which happens to be the subject of an opinion given by the *Commission générale de terminologie et de néologie (Ministère de la culture et de la communication, France)*: "Le mot *s'miles* (nom déposé), créé en français à partir d'un jeu de mots sur des termes anglais, est fréquemment employé dans le domaine commercial pour désigner des points attribués aux clients, en fonction du montant de leurs achats, par certaines chaînes de distribution. Ces points permettent de bénéficier de réductions et

d'obtenir des cadeaux. La Commission générale de terminologie et de néologie recommande de préférer à ce faux anglicisme le terme *point de fidélité* [bold in original], compris de tous et implanté depuis longtemps dans l'usage" (*Journal officiel de la République française*, n°294 du 18 décembre 2005, p. 19501, texte n° 34). More than a year later, the term *S'Miles* (and another English borrowing) received rather harsh criticism in a report to France's *Assemblée nationale* on the situation of the language *française dans le monde*: "L'influence de l'anglais ne cesse de croître depuis une cinquantaine d'années du fait de la mondialisation de l'économie. Des pans entiers d'activités sont régis par la langue de Shakespeare (ou du moins, ce qu'il en reste), comme les secteurs de l'informatique, des télécommunications ou encore de l'aviation civile. La place prise par l'anglais concurrence la langue française sur notre propre territoire, à travers les médias ou du fait des pratiques commerciales de sociétés nationales, la plupart du temps en violation de la loi Toubon de 1994. Aussi paradoxal que cela puisse paraître, une entreprise publique comme la *SNCF*, partenaire officiel du festival des «*francoffonies*», a baptisé son programme de fidélité «*S'miles*». De même, depuis son rapprochement avec KLM, Air France a remplacé son programme «*Fréquence Plus*» par «*Flying Blue*». De telles pratiques sont inadmissibles [bold in original]" (*Assemblée nationale de la République française, Commission des affaires étrangères, Rapport d'information* n° 3693).

A brief analysis of a single term as part of a VLL demonstrates to what extent language and society (i.e., social dimensions of life, people, policies) interact and can have an impact on each other. In addition to *S'Miles*, the *SNCF* Web site contains many other expressions and terms representing language play and variation that deserve analysis within a (V)LL framework: *le calendrier le plus hotte de l'hiver; Carte 12-25: la marre story; Citylien; e-vitrine; e-postulez; Francilien; gares; le grand lifting; génération écomobile; iDTGV; iDNight; iDZap; iDZen; iDZinc; Navigo; RER; Regliss; sncf.mobi; TERMoblie; widget*. Which of these terms might be easily understood by frequent train travelers? Which ones might be more easily understood by younger generations? Which ones are based on English? Are any other foreign languages present on the *SNCF* Web site? Are these terms and expressions that people use, or have they been created by the marketing division of the *SNCF* in order to promote new products and services? Who owns the *SNCF*? Who uses trains for what purposes? These are only some of the questions that

should be asked, even if they cannot all be answered quickly or in a simple way.

It might help students to reverse the situation and explore ways in which French and other foreign languages are incorporated into marketing campaigns, corporate slogans, and everyday life in the U.S. Why do certain languages seem to have greater value? In which contexts are specific languages more or less desirable? Who learns which languages (in the U.S. and/or in France)? Regardless of the questions that are asked, it is important to remember that the goal of the analysis of any (V)LL is to go beyond reading comprehension and the acquisition of vocabulary and syntax in order to explore social dimensions of language.

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- Pay on-line for membership
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WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$1500 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2010-2011.

Eligibility Requirements

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

Scholarship

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

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; E-mail: [abrates@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2010**.

AATF SMALL GRANTS

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

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 postmarked by **March 1, 2010**: Applications may also be e-mailed to [abrates@siu.edu]. (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2010 are encouraged.

MEMBERSHIP DRIVE

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

2010 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Philadelphia in July.

Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert (KY) in 2008, and Beth Pierce (MS) in 2009.

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

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

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

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

DEADLINES: The nominee's dossier

must be postmarked by **February 1, 2010**. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or e-mailed in .pdf format to [abrate@siu.edu].

The recipient of the award will be notified by April 1, 2010. The award will be presented during the AATF Convention in Philadelphia, July 4-7, 2010. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



UPCOMING AATF CONVENTIONS

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

- Philadelphia (July 4-7, 2010)
- Montreal (July 6-9, 2011)
- Chicago (July 2012)

What's New in the French Review?

Vol. 83, No. 3 (February 2010)

Articles include the titles below and more:

- "Propos de Michel Butor sur l'enseignement, le jeu et l'improvisation" (R-M. Allemand)
- "Iconography and Iconoclasm: The Female Breast in French Renaissance Culture" (C. Yandell)
- "Foreigners in the Margins: English Subtitles in *Inch'Allah dimanche*" (S. Turek)
- "Emmanuel Carrère: l'étranger en soi" (T. Durand)
- "L'Amour courtois de Gaston Paris: une lecture décadente du *Chevalier de la Charrette*?" (J. P. Kim)
- "Le Français parlé à Jay-Livermore Falls (Maine)" (A. St. Pierre)
- "Entretien avec Monique Proulx" (M. Santoro, K. McPherson et G. Bascom)

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

PHILADELPHIA HIGHLIGHTS

Mark July 4-7, 2010 on your calendars for the 83rd annual AATF convention in Philadelphia. We are planning many exciting activities as well as the usual excellent professional program. The Local Committee is working hard to organize interesting local events.

Hotel Information

The convention will take place at the Sheraton Society Hill Hotel. Room rates are \$159 plus tax for single or double rooms. Specific information on making reservations will be posted on the AATF Web site [www.frenchteachers.org] by the end of January. The deadline for reserving a room will be **June 2, 2010**.

Travel to Philadelphia

Philadelphia is served by all major airlines including Southwest Airlines. For those on the East Coast, train travel is also an option. We encourage you to explore multiple travel options to ensure you get the best price.

Program

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

There will be special sessions organized for the 2010 AATF Book Club (see page 40) organized by AATF member Kathleen Madigan. 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 will be posted on-line in late March.

Pre- and post-convention excursions will be organized, including a Trolley Tour of Philadelphia, Walking Tour of Historic Philadelphia, a visit to the Barnes Foundation (impressionist and post-impressionist art), a visit to the Nemours Mansion and Gardens, and a trip to New York City. For more information on the convention, see page 9.

Convention Registration

There will be several registration options, and it will be possible to register on-line. We are not yet able to confirm the exact registration fees. However, it is certain that the earlier you are able to register, the better. The Early Bird registration deadline will be **April 15, 2010**. After that prices will increase. And the cut off date for pre-registration will be June 15, 2010. After June 15, you will have to register on-site at a significantly higher cost.

YOUR FRENCH LANGUAGE ADVOCACY WIKI IS NOW JUST A CLICK AWAY

Is your French program highly visible in your community? Do you have a plan of action ready to sustain your French program should it be threatened? If you think that more could be done and that you would like additional ideas and targeted materials, then, the French Language Advocacy Wiki is just the resource that you need. Moreover, it is just a click away on your computer!

The Wiki was created to stem the tide of school districts reducing French offerings and even eliminating programs at all levels of study. However, in addition to the K-12 materials, an extensive set of documents has also been designated as a response to the needs of those in community colleges, colleges, and universities. It is also apparent that this threat to the present and future study of French is not just an issue at the elementary and secondary levels, but also in higher education where undergraduate major and minor degrees in French are also being curtailed and where even MA and Ph.D. programs are being dismantled or scuttled. Consequentially, this set of materials has as its audience ALL teachers of French and their supporters who wish to support the presence of French programs and the opportunities to learn French in this country. The Wiki provides the underpinning of an effective campaign that must be waged at the local level, one school district or one higher education institution at a time.

What exactly is in the French Language Advocacy Wiki?

It consists of two major components. First, it contains a set of about 200 documents related to promotion and advocacy that can be opened and printed from a Wiki. It also has a series of 13 video stories told by undergraduate and graduate students, educators and professionals in different fields, and a parent, who share the value of French in their own lives, studies, and careers. The video stories can be downloaded from the Wiki and viewed. In addition, *The World Speaks French: Video Stories* also exists in DVD format for class or group presentations and is available through the AATF. To peruse the various documents, paste the Wiki address into your browser: [<https://frenchadvocacy.wikispaces.com/>]. To request *The World Speaks French: Video Stories* in DVD format, contact the AATF [aatf@frenchteachers.org].

The April and September issues of the *National Bulletin* included extensive articles about this initiative (previously the French Language Advocacy Kit) and the types of available documents available to create

allies and advocate for French programs. The September and November issues republished materials found in the Wiki. A description of the project, along with a list of the components of the French Language Advocacy Wiki and the potential use of the materials, appears on the second page of the Wiki: *Overview of Wiki*.

Can I access the Wiki at school?

Access to Wikispaces, which houses the French Language Advocacy Wiki, is determined at the school level since each school has its own policy for blocking Internet sites. In an informal survey of about 30 school districts across the country, all but two supported access to the Wikispaces site housing the advocacy documents. Teachers who find that their school districts block the Wiki site should request that the site be made available on campus, for there are also documents in the Wiki that can be used for instruction. Of course, the Wiki can be viewed outside of an institutional setting.

Do I need a password?

No, anyone can look at the Wiki created for the French language advocacy initiative. There are no passwords, membership requirements, or special permissions needed to read, download, or print materials on the Wiki.

How is the Wiki organized?

The home page of the French Language Advocacy Wiki opens with a quote from Zachary Richard, a Francophone singer, writer, and poet from Louisiana, who has long been an advocate for maintaining French as a heritage language in the US. An inventory of the various pages in the Wiki appears at the bottom of the home page. In addition, a side bar on the right of each page provides a quick maneuver with one click to reach the other pages.

The pages include:

1. Overview of Wiki
2. Advancing Arguments for Learning French
3. Cultivating Allies for French Programs
4. Advocating Trilingualism for Spanish-Language Students
5. Responding to Program Threats
6. Advocating at College and University Levels
7. Using Technology for Promotion and Advocacy
8. Finding Resources
9. Acknowledgements

Each page contains documents in Word, which require a click on the link to view a particular document. Additional materials are in pdf, PowerPoint, and jpg formats. Documents are grouped on the pages according to thematic content, with consid-

eration of their intended audience and of their use by teachers and other advocates. For example, on the page *Cultivating Allies*, separate sections are designated for the teacher, parents, students, guidance counselors, other staff, and Spanish-language parents and students. Within the parent section on the *Cultivating Allies* page, the teacher can see documents facilitating communication with parents and even a subsection devoted to a Parent Booklet.

Because the same documents can be effectively used for different purposes with different audiences, many articles appear in more than one section and on multiple pages. The flexibility of scrolling among page sections and moving between pages also adds to the ease of their use. The short headings and annotations will also guide the reader through the contents of each page.

Where can I see video clips?

The link to downloading *The World Speaks French: Video Stories* appears first on the page for *Advancing Arguments for Learning French*, but is repeated on other pages as well. The user should note that this is a large file that may take several minutes to download, depending on the speed of the Internet connection. For those whose computers are unable to download the video component, the DVD version of the video stories is available from the AATF.

Is the Wiki "finished"?

By its very nature, a Wiki is a work in progress. While all the documents produced for this project are now posted, work to enhance the usability of the site remains ongoing. As a result, teachers are encouraged to check back regularly, as we are constantly updating and improving the site. As additional documents are submitted, they will be added to the Wiki.

May I be a member of the Wiki?

Membership is not required to have access to all of the materials on the Wiki. At this time, membership is allocated for practical reasons to those who have been involved in creating the documents and uploading them to the Wiki. We are talking about ways we could create valuable discussions on-line by people who know firsthand what works and what does not, as well as committed teachers who want to better their French programs in their schools for their students and for their communities, in general. This feature is not yet available.

How will the Wiki evolve?

The team of French teachers who developed the French Language Advocacy Wiki would greatly appreciate receiving

comments on and suggestions for this initiative. What do you like? What will you use? What do you wish was in the Wiki? To keep the Wiki vibrant, current, and effective, AATF members are encouraged to contribute additional materials. Please send comments, suggestions, and contributions to the French Language Advocacy Team and to AATF. It just takes a click on the envelope image on the home page to facilitate an e-mail, which will be read by a team member and AATF Headquarters. We do want your input!

Margot M. Steinhart
Northwestern University
[m.steinhart@sbcglobal.net]

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.

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.



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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. Also available through the on-line store.



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)

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Preparing to present to one's colleagues is an exhilarating experience, especially when one is working on behalf of what one loves and holds dear—the promotion of the French language and the subsequent appreciation of the multiculturalism that French language learning affords.

To this end, I have been appointed Co-Chair of the Commission for the Promotion of French at the University Level, to serve along with Joyce Beckwith, who represents the K-12 Level and serves the organization as the Regional Representative from New England.

If you would like to join our team, we would be delighted to have you serve in a common effort, an effort of solidarity (*solidaire pas solitaire*), to promote French at the 2010 AATF Convention in Philadelphia through the medium of film.

Before the AATF Convention

I would suggest to those interested in joining our session:

- See if there is still space on the program to submit a proposal [abrake@siu.edu].
- Establish a daily timetable and begin to prepare for your presentation at least four or five weeks in advance of the convention.
- Set reasonable goals.
- Own a copy of the film you intend to present.
- Read as much as you can about the film in advance, using resources on the Internet, articles from J-STOR and Project Muse, and by ordering articles and books through Interlibrary Loan or through your local public library.
- See the film over and over again. Keep a journal and write your impressions in it as you analyze the film in all its aspects. Look for strands in the film, threads that hold the film together, that make it tightly knit; note how one scene ties to the next, similar to the making of a quilt, where each thread contributes to its final pattern.
- Invite others to view the film before you present; invite students who are around for the summer, close friends and family members, and ask them to comment on the films after a viewing. Enter into the world of the filmmaker and appreciate his or her vision. Make friends with the film just as you would make friends with a good book.
- Create a handout for conference attendees that will include activities, exercises, and suggestions that would interest colleagues at secondary schools and in the university setting. Provide a list of helpful activities (see activities

listed below) and a selection of practical exercises to elicit class discussion. You may wish to use your booklet during a future National French Week or wait until spring 2010 for Springtime Festivals in the secondary schools and International Days on university campuses.

- Present before a small group before you present at the conference. The small audience could include friends, family, and summer school students. Their feedback will prove invaluable and will allow you the opportunity to make emendations before the meeting.

After the AATF Convention

Suggested activities at the secondary school level for the films *Jean de Florette* and *Manon des Sources*

- Bring red carnations to school, French Club activity, or Honor Society activity and share with a friend for French Week or a French Winter or Spring Festival
- Learn more about the films' music, Verdi's "La Forza del destino." Work with the music department and arrange to have a student performance of this captivating musical piece.
- Map-making: create a map of Aubagne and the area of Les Bastides and Crespin. Situate the different springs at Les Plantiers and on the property of Les Romarins.
- Organize a game of *boules* at your school and invite a high school nearby to participate.
- Serve *café* and *calissons* (a specialty of Aix-en-Provence) for a festive *goûter*. Suggest a *Provençal* menu in the school cafeteria, for example, *bouillabaisse* or *ratatouille* and a green salad with vinaigrette (olive trees abound in Provence).
- Recreate a mini-*Provençal* market place with *santons*, lavender soaps, and table linens that typify Provence.
- Introduce students to *Provençal* vocabulary as this regional language, *occitan* or *provençal*, is experiencing a revival and is being taught as a language option in the French schools of Provence.

Suggested activities at the university level for the films *Jean de Florette* and *Manon des Sources*

Interdisciplinary approach: Host a Guest Lecture series.

- "how to grow carnations" with a guest lecturer from the Department of Applied and Natural Sciences;
- "rabbit breeding" with a guest lecturer

from the Department of Applied and Natural Sciences;

- "the music of Verdi and Verdi's "La Forza del destino" with guest lecturer from the Music Department;
- "*pastis*, *boules*, and *ratatouille*" with a guest lecture from a colleague in the Foreign Language Department;
- "*Félibrige* and the regional movement in Provence for a revival of Provençal" with a guest lecturer from the History Department;
- "Artists working in Provence: Van Gogh, Cezanne, Renoir, Gauguin, Matisse, Chagall" with a guest lecturer from the Art History Department.

There are so many ways to promote French through film and educators each draw upon their individual strengths and talents in this endeavor. Teachers are known to be naturally creative and resourceful, especially Foreign Language Teachers, who must rely upon their own initiative to teach in new and exciting ways, all the while constrained by ever-tightening budgets.

Suggested activities that bring in the community

- Involve your school or your university with the local community in planning a community or neighborhood film festival. The local or the neighborhood library could assist you in organizing a film festival of two or three consecutive nights.
- Publicize the event in the local newspaper and invite the community to attend.
- The night (s) of the festival, serve up French roast coffee and *calissons d'Aix* immediately after the film (donated through the generosity of the French Club or the high school or university Honor Society) and host a brief fifteen minute discussion that is certain to be animated.
- Seek funding for a grant. There are many avenues to seek funding for a film festival. One way is to consult the French Embassy Web site where you may access a *Tournées Festival Grant* notice.

The choice of a film is paramount. I chose the Claude Berri films, *Jean de Florette* and *Manon des sources*, because of my fondness for Provence and my wish to share a culturally rich moment, Berri's long and lingering gaze upon rural Provence in the 1930s. Marcel Pagnol wrote the novels that Claude Berri interpreted in film. Since the films are set in the countryside, the spectator marvels from moment to moment at the beauty of the Provençal landscape. The films, artistically and thematically rich, can

be valuable teaching tools for French teachers at both the high school and university levels.

First, the films define an historical moment. Second, they comprise a cultural artifact. For many Americans, Provence is a *lieu privilégié*, warm and welcoming, care-free and full of gaiety. The films convey the richness of Provence, the melodic regional accent with expressions like *zou*, and *adessias*; the rich ochres, the warm yellows, the vibrant blues, the deep reds that make up the palette of Provence burst upon scene after scene with vibrancy. Everywhere, too, is the scent of carnations, of olive groves, the taste of *pastis* or of the rich red earth. The sound of water dripping from a worn faucet, the tune of a lone harmonica, or the haunting melody of Verdi, murmurs softly the sound of music close to the Provencal soil. The films are as sensually evocative of a nostalgic past as they are timeless in their sweeping epic breadth and tragic depiction of greed, revenge, and retribution.

As Americans we are so eager for a happy ending, where all the loose threads tie up neatly. We seek out the exit door at the cinema, bundled up in our coziness, in our predictable happy endings. Sometimes we must allow our students the discomfort of an unhappy ending as is the case in *Jean de Florette* with the tragic loss of its hero, the ever -optimistic Jean. The happy ending in *Manon des sources* is a small recompense for the tragic events of Ugolin's suicide and Papet's decision to die. The French cinema is not always *la vie en rose*.

When we as educators promote French through film, we teach cultural differences; we teach openness and tolerance to others' notions of how to live or others' ideas on how to make movies— this is our task. Our students need to appreciate that America is a grand and beautiful country, but that there are other ways to live besides our own, other cultures to appreciate. We must convey the beauty of otherness to our students.

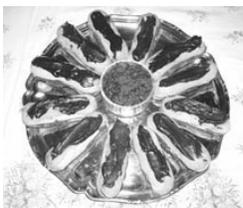
When the AATF session ended this past year and attendees walked away with their packets, I had a sense of completing the task I had set out to do— to share two great films with my colleagues, who like myself, have a vested interest in our profession and in young people. I came away from the session gratified that I had prepared something useful for others to take home and a sense of elation that the session was well-received, and that fellow teachers were very interested in exploring the use of film in their classrooms, not just as a supplement to a textbook, but as a valuable teaching tool in itself.

The AATF, now in existence for over three quarters of a century, remains an established organization, full of enthusiasm for the promotion of French. I would issue a warm invitation to the membership at large to join us, Joyce Beckwith, Co-Chair of the Commission and myself, at the convention in Philadelphia and share with the membership your passion for your favorite film. We would welcome your contributions. *Merci. À la prochaine.*

Dolliann Margaret Hurtig
Louisiana Tech University
[dolly.hurtig@gmail.com]

THE FRENCH REVIEW WELCOMES ARTICLES FOR SPECIAL ISSUE: QUEBEC

This special issue of the *French Review* will be open to articles on Quebec. Relevant topics include film, literature, culture, and teaching issues related to Quebec. This volume, to be published in May 2011, will be in honor of the AATF Convention to be held in July 2011 in Montreal. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French Review* and the Editor in Chief if they have further questions. The deadline for submission will be **August 1, 2010**.



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 nonmembers).

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

Application deadline: February 15, 2010

AATF French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels six scholarships for study in France during the summer 2010. One of these scholarships is reserved for a French immersion teacher. The programs provide intensive study of French language, teaching French, and modern French culture through writing, theatre, the movies, etc.

The scholarship generally covers the cost and fees for a three-week program, round-trip train travel from Paris to the other city if the *stage* is not in Paris, and partially covers food and lodging for the three-week period. At the time this goes to press, we do not yet have final details which will be posted on the AATF Web site as soon as they are available.

AATF members must apply for French government scholarships through the AATF using our application form. Nonmembers should submit the French government application form to the appropriate consulate.

Québec

Le Ministère des Relations internationales du Québec (MRIQ) attribuera 9 bourses pour un stage en langue, culture et société québécoises offertes aux membres de l'AATF. Nous attendons confirmation des détails de ces bourses. Dans le passé, les objectifs du stage étaient le perfectionnement en didactique du français et la connaissance du Québec, de sa culture et de sa population. Les candidats devaient (1) enseigner le français ou être responsable de l'encadrement de professeurs de français au niveau pré-universitaire et universitaire; (2) maîtriser le français écrit et oral; (3) être citoyens des États-Unis; et (4) être membres de l'AATF.

En 2009, la bourse a couvert les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 300\$ (Can.) destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport, couverture médicale pour la durée du stage. Le transport du lieu de départ au lieu du stage, la partie des repas non-couverte par le forfait, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance s'il y a un lien sont à la charge des boursiers.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue

professionnelle sur son expérience au Québec, et de fournir une copie du travail au MRIQ. Les précisions pour 2010 seront affichées sur le site Web de l'AATF dès que les aurons reçues.

Belgium

Wallonie Bruxelles International is offering two summer scholarships to the *Université de Liège* in Belgium for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 5-23, 2010. Scholarships include tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural unit on the country to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2011 AATF conference in Montreal. Details will be posted on the AATF Web site as soon as we receive them.

Université McGill

Depuis 2006, le Département des programmes de langues anglaise et française de l'Université McGill (Québec, Canada) offre chaque été une inscription gratuite dans son Programme intensif de français. Cette inscription est réservée au cours de niveau avancé.

Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial. Les candidats doivent posséder une compétence correspondant au niveau intermédiaire élevé sur l'échelle de l'ACTFL (ou son équivalent), compétence minimale pour être admis au niveau avancé du programme.

La bourse couvre les droits de scolarité et les frais d'inscription (environ 2000\$ Can.). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles.

Reconnu pour la qualité et le dynamisme de son enseignement, le Programme intensif de français est réputé internationalement pour la richesse de ses contenus linguistiques, communicatifs et culturels, ainsi que pour son approche pédagogique dynamique résolument orientée sur les besoins des étudiants. Constitué de cinq niveaux, ce programme à plein temps prépare les étudiants à communiquer efficacement dans un environnement francophone, tant à l'oral qu'à l'écrit, et leur permet de découvrir de

nombreuses facettes de la culture québécoise et d'autres cultures francophones. La session d'été dure six semaines: du 28 juin au 6 août 2010.

Pour plus d'informations sur le Programme intensif de français–Langue et culture de l'Université McGill, veuillez consulter le site Internet du Département des Programmes de langues anglaise et française: [www.mcgill.ca/eflp].

Eligibility

Applicants for all of the scholarships must be U.S. citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2009-2010. Preference will be given to members who have been in good standing since January 1, 2008. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2005-09) are also not eligible. Scholarship recipients agree to make a presentation at a foreign language conference in 2010-2011.

Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Applications will be reviewed and the decisions will be announced in early April 2010. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

Application

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

Applicants should do the following:

1. Complete the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application in sealed envelopes. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and

his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.

3. Send application to AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.
- 5) The application must be postmarked by February 15, 2010, to be considered. Applications may be submitted electronically in pdf format.

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. 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, 2010 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 2010 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, 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!

JULY 4-7

PHILLY FUN!



FÊTE THE FOURTH WITH FAMILY AND FRIENDS IN THE CITY WHERE IT ALL BEGAN

In addition to a wonderful conference and city-wide Welcome America events, the local committee is planning a host of fascinating events including visits to the Barnes Foundation, Longwood Gardens, and New York City, trolley tours of French Philadelphia, walking tours of the historic area, and dinners at local restaurants! Much more is available to do on your own, including trips to Atlantic City and the Jersey shore, Washington DC and Baltimore, Lancaster County's Amish country, historic Bucks County...come for the conference and plan to stay on.

More information will be posted on the AATF Web site as it becomes available: [www.frenchteachers.org]

UNIVERSITÉ DU QUÉBEC À MONTRÉAL: BOURSE À GAGNER

L'Université du Québec à Montréal (UQAM) offre une bourse d'étude pour participer à son Stage de perfectionnement destiné aux enseignant(e)s de FLE. Ce stage de trois semaines s'adresse à des enseignant(e)s non Francophones exerçant tant au niveau secondaire qu'au niveau collégial/universitaire.

Le stage se déroulera à l'UQAM (Montréal, Canada) du lundi 26 juillet au vendredi 13 août 2010.

Valeur totale de la bourse: 1670\$ (Can.). Ceci inclut les frais d'inscription, la totalité de la formation et des activités culturelles intégrées (71 heures), les assurances. NB: les frais d'hébergement ne sont pas compris (voir Site web ci-dessous pour hébergement).

Descriptif détaillé du stage: [www.langues.immersion.uqam.ca/stage].

Pour participer, envoyez par courriel au responsable du stage [buisson.eric@uqam.ca] les éléments suivants: votre nom, prénom, nom de l'établissement où vous enseignez le FLE (+ site Web), niveau(x) enseigné(s). Mentionnez «BOURSE AATF-UQAM» dans la section «Objet» de votre courriel.

Un tirage au sort sera effectué le jeudi 27 mai 2010 à midi.

Date limite de participation: le mercredi 26 mai 2010 à minuit.

La personne gagnante sera contactée par courriel dès le vendredi 28 mai 2010. Bonne chance!

REINVIGORATING A FRENCH PROGRAM

After hearing recently of the demise of two French programs and one German program in my state, program salvation has become a major concern to me. French programs face yearly threats of the guillotine (*c'est le cas de le dire*) due to state and local budget cuts and to competition from Spanish programs and other Less Commonly Taught Languages. French sections are often scheduled in direct competition with other elective classes such as Band, Choir, and the Arts that draw our best students away from French classes. Schools that are not meeting Annual Yearly Progress (AYP) goals place students with low test scores in remedial math classes, thus removing them from an elective class that they enjoy. In Washington state, the newest idea for the high school graduation credit requirement is called Core 24. In this program, students in the four-year college concentration would be required to take two years of a World Language. Students in the certificate or apprentice track would not be required to take any World Language. While this two-year requirement may seem like a good idea, it should be noted that the students' schedules are programmed so that elective classes beyond the basic requirements are difficult to schedule. Therefore, after two years of French, students would not easily be able to continue into the advanced levels, thereby severely limiting the growth of a strong program.

Teachers are often tasked with the difficult, but not impossible, assignment of saving their programs. It is imperative that a teacher facing program elimination use all resources available to convince decision-makers that French is a viable and important option for students. As I have discovered through serving on my local chapter's board, support must be provided before the decision to terminate a program has been made. Once that has happened, it is almost impossible to sway this decision. Support can be found from the AATF Web site, the *National Bulletin*, the *Tête-à-Tête* Initiative, and local *Alliance française* chapters. However, without the continued philosophical and financial support of the superintendent, school board, and school administrators, the valiant efforts of any teacher may result in failure. Not to despair! There are victories in these challenging times. I would like to share my experience reinvigorating a high school program that had dwindled over the years. Over the past two years, the program at Mount Vernon High School (WA) has grown from 84 students in 2007 to 180 students in 2009. While I cannot guarantee that the success of the French program at Mount

Vernon High School (MVHS) can be replicated at all schools, I believe that, as professionals, we should collaborate to establish a forum through which we can find support based on the strategies of other teachers in similar situations.

Mount Vernon High School has approximately 1800 students and is the only high school in the district. Students of Hispanic background make up 40% of the student body, and the free and reduced lunch rate is around 50%. During my initial interview for the position at Mount Vernon High, I had inquired about expanding the program beyond the three lower-level classes. At that time, only three courses, two French I and one French II, were offered. Spanish had 18 sections of Spanish I through Advanced Placement and Heritage Speaker classes. Latin offered three classes of levels I-IV with several levels combined. I mentioned that I had previously taught AP and that the students of MVHS deserved the opportunity to take college-level French. The principal agreed with me and shared his excitement for program growth. There was one caveat to his support: I would be responsible for building the numbers in the program. Thus, it was imperative that I quickly demonstrate to the superintendent and administration the positive and profound impact on student success through French classes. In no small part, the increase in the French program's numbers is due to the direct support of the principal, Dave Anderson, of the vice-principals, of the counselors, and of the superintendent, Dr. Carl Brunner.

During my first year at MVHS, I had 50 students in French I and 30 in level II. There were no higher levels offered due to lack of enrollment. I taught 3 French classes and 3 Spanish. While I enjoyed the chance to teach multiple languages, I recognized that French could easily flourish at the school. Therefore, early in the year, I decided that it would be my goal to double my sections of French for the following year. Impossible? Perhaps so, but I had several factors supporting me. The school is on an eight-period A/B schedule. This schedule allows students more choice in their electives as long as they do not have remedial Math, Science or English classes. While an A/B schedule is not ideal for teaching language, it offers students flexibility in their choices, and it allows them to explore their interests outside of core classes.

To accomplish my goal, I started by enticing students back into French with a unique curriculum that did not use the traditional textbook approach. I used a variety of progressive teaching techniques,

including storytelling through drawing and acting as well as a whole language immersion to reach as many student learner types as possible. Recognizing that my students progressed quickly through these techniques, I adapted my curriculum based on history, culture, and literature in the Francophone world to meet the needs of students from disadvantaged backgrounds and from Spanish-speaking backgrounds. I also incorporated numerous technology-integrated experiences and tools to enhance learning such as the interactive audience response devices *Qwizdom* (also known as "clickers") and my curricular Web site filled with activities, games, and videos. The students in French II had not previously had these tools, and French quickly became the class in which students would experience real-life applications of technology in a specialized content area. As the teacher on campus with one of the strongest uses of technology tools, students frequently commented to their teachers, friends, and family on the impact of this philosophy and practices in their interest level. Lastly, I made a sustained effort at promoting Francophone culture through our *Club français*. Our activities included cooking class nights, French-language movies, *Fêtes culturelles*, and National French Week activities. I spent several afternoons a week working on these projects, but the results were immediate. At the first Friday movie night, there were 45 students in attendance!

In 2009, I won a \$9000 grant for technology from my state's Office of Superintendent of Instruction. This grant allowed me to purchase technology tools such as a Smart Board, MP3 players, Flip video cameras, and digital cameras. With these tools, I have promoted student creativity, imagination, and technical skills through challenging and interactive activities that have been posted on our class blog, YouTube, and the school intranet. Using these engaging and up-to-date technology tools with Web 2.0 applications, the students have discovered that French is not only a world language, it is also a gateway to professional and academic development.

The students excelled in French and they were excited to experience a teaching style that piqued their curiosity. I was very pleased when the vice-principal in charge of enrollment shared the numbers for 2008-09: a total of 185 students had registered for French in levels I-III! There were 120 students in French I, 35 in French II, and 25 in French III. For 2009-10, there are 6 courses in French, including, for the first time

in many years, French IV/AP.

The best publicity possible is word-of-mouth and texting-of-fingers. Many of my students have younger siblings, so word about a unique and fun class travels quickly. Shortly before 8th grade registration, I participated in an open house for elective courses for incoming students. I was able to meet nearly 150 incoming freshmen and to introduce them to the French section's offerings. My table included a computer with a slideshow of class pictures, poster boards with fun French language and Francophone cultural facts, and a sampling of French candies that I had purchased during my travels.

An important factor in my program's growth is the student population. Our school has a 40% Hispanic demography and many of these students already speak Spanish. If these students choose to increase their academic knowledge of Spanish, we offer two levels of Spanish for Heritage Speakers. However, if they do not wish to study Spanish, their choices are limited to French and Latin. During registration, the supportive counseling staff suggests French to many of the Hispanic students with a knowledgeable explanation of the similarities between French and Spanish. I have found over the past two years that some Hispanic students who are not academically strong in English or other core classes excel in French. They feel comfortable with the syntax, vocabulary, and basic grammar concepts. These students relish finding cognates between the languages and often point out the similarities to their non-Spanish speaking classmates. Their prior knowledge of a Romance language empowers them in ways they may not feel in other classes. For many of them, it is one of the few classes in which they are performing at an "A" level. I use Spanish daily to support their grammatical knowledge and often solicit answers in "*Frespagnol*."

I could say that the growth of the French program is all due to my efforts, but I would be exaggerating. It is the students who have made the difference. Students demonstrate their pride in being in French class by wearing pins from the *Université Laval* in Quebec, Canada. They identify with each other, they speak French in Math class together, they know each other's French class names, and they attend French club activities. Without the interest of my students and the support of a dedicated administration, I would not have felt quite as driven to seek to increase the level of enrollment in the French program.

Catherine Meissner
Mount Vernon High School (WA)
[cmeissner@mv.k12.wa.us]

VIVE LE FRANÇAIS! 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).

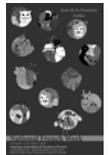
Name: _____

Address: _____

City, State, Zip _____

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

NEW! FABLES DE LA FONTAINE TEACHER'S MANUAL



Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.

_____ Manuals x \$20 each _____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study?

This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French.

Prepared by AATF Region I Representative Madeline Turan, it is intended to help you provide an immediate and factual come back to such remarks.

[www.frenchteachers.org/
quickfacts.doc](http://www.frenchteachers.org/quickfacts.doc)

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



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

Name: _____

Address: _____

City, State, Zip _____

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

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 \$18 ___ M ___ L ___ XL
 _____ T-shirts x \$19 ___ XXL
 _____ Bags x \$12 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.



_____ T-shirts x \$18 ___ S ___ M ___ L ___ XL
 _____ T-shirts x \$19 ___ XXL
 _____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

ADVOCACY FOR FRENCH PROGRAMS

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

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
- California Needs French [www.usfca.edu/artscience/californianeedsfrench]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatl.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/id.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 [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/win french/index.htm]

AATF MATERIALS CENTER

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available on the AATF Web site: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery. The first price listed is the member price; the nonmember price is listed in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **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): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (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 lyrics, lesson plans, and activities. \$49.95

La France divisée, 36-min. documentary 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. \$20 (\$30)

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. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

On est les meilleurs boutons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

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.

NEW! Guide des Fables de La Fontaine to accompany National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

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. \$15 (\$18)

Parlez-vous...? Posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$25 for set of 6 + guide (\$40)

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. \$12 (\$16)

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 47 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

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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]. Prices valid through 5/31/10.

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AATF MEDALS

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

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity _____

Quantity _____

_____ *L'Hexagone* @ \$6

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

Total enclosed: _____

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

AATF 2010 BOOK CLUB

Serait-il possible qu'on ait enfin trouvé un livre de contes francophones à la portée des élèves et étudiants. Le niveau de langage, souvent un obstacle à la compréhension, semble certainement abordable. Cependant, le niveau de langage n'est qu'un des critères requis pour qu'un conte ou une collection de contes puisse servir de contenu qui encadre l'instruction de la langue. Il est essentiel également qu'un récit puisse engager l'apprenant et surtout le toucher. Le livret en question est une collection de contes, légendes et récits de 167 pages intitulé *30 contes du Maghreb* de Jean Muzi publié par Castor Poche et peut être commandé chez Amazon Canada.

Dans ce recueil, le Maghreb est représenté par l'Algérie, le Maroc et la Tunisie et offre des récits, contes ou légendes qui recouvrent à peine deux pages chacun avec quelques exceptions qui comptent plusieurs pages. Les trente récits sont suivis d'un glossaire qui est indispensable à la compréhension des références culturelles. Les personnages qui y figurent sont souvent des animaux rappelant les contes africains mais se rapprochent également des fables non seulement à cause de l'usage des animaux comme porte-paroles mais aussi parce qu'ils contiennent tous une morale. Cependant, contrairement aux fables, la morale est citée avant le conte qui tâche, par la suite, de l'illustrer dans le récit.

Il est difficile d'établir une distinction nette entre les contes qui proviennent des trois pays en question car ils se ressemblent tous, surtout par les thèmes qu'ils servent à développer et par les valeurs qui s'en dégagent. Ces thèmes font triompher les faibles honnêtes des puissants injustes; font l'éloge de la générosité et de la bonté; condamnent la polygamie, l'abus du pouvoir et la stupidité. Dans cette mesure, ces contes se rapprocheraient des contes de fées de Perrault. Cependant, le contexte culturel et les références à des pratiques d'une civilisation donnent un cachet exotique peu connu par les jeunes Américains.

L'enseignant pourrait exploiter deux ou trois contes au cours de l'année scolaire en se servant du conte comme une introduction au Maghreb. Ce contact initial mènerait à une étude de la géographie, de l'histoire et des coutumes et pratiques d'une société francophone autre que la Métropole. L'apprenant plus âgé se servirait de ce recueil pour faire une étude comparative avec d'autres écrits de ce genre. *Les 30 contes du Maghreb* sont une ressource à exploiter sans avoir la magie de transporter le lecteur sur un tapis volant.

Comment s'y prendre pour aiguïser la curiosité de l'apprenant et l'engager dans l'histoire? Il suffirait d'annoncer que le prof racontera une histoire afin que les élèves fassent un effort pour écouter. Car ce genre d'activité sort de la routine quotidienne. Pour rendre l'activité plus alléchante, il faudra inviter les élèves à prendre part dans l'histoire même. Prenons l'exemple du premier conte qui vient du Maroc, intitulé "La paysanne, le hérisson et le coq."

En se servant d'un fagot de bois, la marionnette d'un coq et d'un hérisson ou l'image d'un coq et d'un hérisson, d'une pierre, d'un tamis, le raconteur prépare la classe à l'histoire qu'il va raconter. Il nomme les objets et les images plusieurs fois et demande à la classe de deviner:

1. Où se déroule l'histoire—en ville ou à la campagne?

2. De quoi s'agit-il dans cette histoire?

Toutes les réponses sont acceptables puisque cela engage les élèves à réfléchir et à anticiper ce qui va suivre. En plus, ce genre d'introduction à l'histoire présente des mots de vocabulaire qui sont essentiels à la compréhension de l'histoire qui va suivre.

Le raconteur commence son récit en s'appuyant sur les objets et les images pour illustrer ce qu'il dit. Ensuite, il raconte l'histoire une deuxième fois tandis que les élèves jouent le rôle des personnages du conte.

Pour s'assurer qu'ils ont bien saisi l'ordre dans lequel les événements se déroulent, on distribue une carte sur lequel le prof a écrit une partie de l'histoire à chaque élève. Les élèves se mettent debout et s'organisent suivant la chronologie de l'histoire. Ensuite chacun lit sa partie pour raconter l'histoire avec l'aide de sa carte. Cette activité permet aux élèves de s'approprier le vocabulaire requis et de bien saisir le déroulement des événements.

C'est à ce moment-là qu'on fait travailler les élèves en groupes. Leur tâche consiste à formuler la morale de l'histoire. Par la suite, chaque groupe présente sa leçon avec des explications. On affiche toutes les leçons et examine ce qu'elles ont toutes en commun pour la comparer par la suite à la leçon qui introduit le conte.

Ensuite, les élèves travaillent directement sur le texte pour approfondir leur compréhension surtout pour saisir les nuances culturelles. Quelques questions pourraient les guider à découvrir les différences qui, à priori, ne sautent pas aux yeux.

Exemples de questions:

1. D'après-vous, dans quels pays est-ce que les paysannes portent des

fardeaux sur la tête?

2. Trouvez des mots qui indiquent que ce conte a lieu dans un pays autre que la France.
3. Qui mange des hérissons?
4. Trouvez les mots et expressions qui attribuent un caractère humain aux deux animaux.
5. Basé sur les adjectifs qui décrivent chaque animal, dites quelle sorte de personnage chacun représente.
6. Êtes-vous d'accord avec la leçon de cette histoire? Expliquez.
7. Réécrivez cette histoire avec des personnages que vous connaissez et qui vous rappellent le hérisson et le coq.
8. Maintenant, racontez votre histoire.

Ceci est simplement un échantillon de l'exploitation de ce conte. Une étude de la géographie de la région avec une carte, la cuisine typique de la région, chansons, musique, etc. pourrait suivre. A vous d'en profiter pour intéresser vos élèves et de leur faire découvrir le Maghreb.

Alice Cataldi
Region III Representative
[acataldi@udel.edu]

CALENDRIER PERPÉTUEL

On what day...

- was the *Édit de Nantes* revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the *Tour de France*?

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: 22 novembre 1685; 1^{er} décembre 1944; 12 juillet 1998; 1^{er} mai; 19 juillet 1919.

(continué de la première page)
es artisan, les taxes, les impôts sont ridicules, Tu donnes à manger à tout le monde, sauf à toi.... Donc ça servait à rien de rester là, et moi j'ai décidé de voir d'autres horizons....Tant mieux. Merci beaucoup. *I really appreciate it.*

JA: Le service militaire, ça a dû être vraiment à la fin, non?

GM: J'avais le choix de pas le faire. Mais quand j'ai eu l'opportunité par rapport à mes aptitudes physiques de pouvoir être parti des pompiers de Paris, c'est quand même prestigieux. Ça reste encore prestigieux. C'était difficile! Wow! Wow! Mais bon... Ça te rend...tu deviens un peu plus un homme, quoi.

JA: Ça doit être un des travaux les plus difficiles physiquement.

GM: Oui, c'est ce qui m'intéressait, moi. Tout ce qui était physique, c'est bien pour moi. Tout ce qui était rébarbatif...ils aimaient bien un petit peu être difficiles avec les appelés, les nouveaux et leur faire nettoyer les toilettes à la brosse à dent, les trucs comme ça.

JA: C'est la vie militaire.

GM: ...Si la personne est dérangeante, imbécile..., tu lui dis de faire des trucs à la con, je comprends. Mais quand c'est parce que tu viens du sud et eux ils sont du nord... alors on veut pas le faire aller en weekend. Bon, c'est un peu con. Comme tu dis, c'est l'armée.

JA: Qu'est-ce qui est venu d'abord, l'envie d'être acteur ou l'envie de partir en Amérique?

GM: C'est l'envie de partir en Amérique, l'envie de partir le plus loin possible. J'ai fait Miami d'abord parce que c'était vachement plus près. C'était le plus près, c'était le moins cher en destination. S'il y avait quoi que ce soit comme problème, j'aurais pu dormir sur la plage. Il n'y a pas eu de problèmes. L'Amérique m'a ouvert les bras immédiatement... J'ai jamais peiné aux États-Unis. ... tu sais comment est l'expression en anglais «l'herbe est toujours verte...».

JA: *The grass is always greener on the other side?*

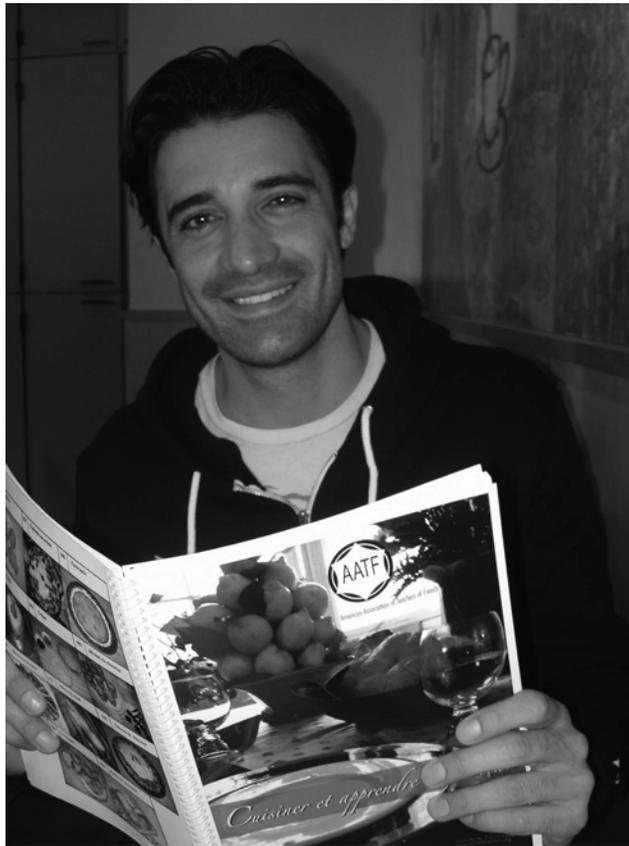
GM: *Exactly. I can't say it the way you say it. You say it beautifully. ...* Peut-être mon attitude a été différente. Quand je rentre en France,... je me dis, j'ai bien fait de partir. C'est un peu plus difficile en France.... Le niveau de vie, il est pas *cheap*. Et on gagne pas autant d'argent que ça....Et bon... La France, c'est beau. La

culture extraordinaire. La cuisine merveilleuse. Il y a pas beaucoup de boulangeries/pâtisseries ici... *Pastry for me is religion. Be careful what you say.*

Gilles est marié à sa femme Carole depuis 11 ans. Ils ont deux enfants, Georges 10 ans et Juliana 3 ans.

JA: Avec les enfants...est-ce que les enfants parlent français. Est-ce que vous parlez français à la maison?

GM: Français anglais les deux. Mon fils il est en mode anglais chaque fois qu'il a des



Américains autour de lui. S'il sait que la personne à côté de lui ne parle pas du tout anglais, il *switch* en français. Ma fille elle est par monts et par vaux.... Trois ans mais tu lui parles en espagnol, elle va te répondre en toutes les langues. Elle est incroyable. Elle est super avancée. C'est vraiment les femmes, hein. Elle est plus grande. Elle est physiquement mieux. Elle est intelligente. Je dis, mais elle sort d'où, celle-là?

JA: Qu'est-ce que tu veux qu'ils sachent de leur héritage français?

GM: *Everything.* Ah oui, bien sûr. Imagine les enfants de mes enfants. Il y a un énorme risque qu'ils ne savent absolument pas ce qui se passe dans mon pays, la chance qu'on a eu d'être ici. Je pense qu'en l'occurrence de pouvoir transmettre notre culture, elle est importante dans le sens où cinq six générations plus tard, ça serait cool de savoir d'où on vient. Même si on est en

Chine. C'est pas là le problème.

Georges il est intéressé. Georges, il aime bien savoir ce qui se passe. Il adore venir en France et s'occuper de ce qui s'est passé dans la Seconde Guerre Mondiale. *I don't know why, but it's great!* Parce que c'est vrai que 60 ans plus tard, qu'on parle de la Seconde Guerre Mondiale en France, en général les gamins de 10 ans, ils s'en foutent complètement. C'est bien d'avoir un petit Américain de souche française qui arrive là-bas, qui dit «Pourquoi ça, c'est en ruines?

C'est de la Seconde Guerre Mondiale? Ils ont pas réparé»? Il aime bien ça. Il aime l'histoire à ce niveau-là, des conflits, tout ça.

Il trouve ça aussi vachement beau la France. Il trouve que c'est plus *kids oriented*. Mais bon, c'est encore l'histoire de l'herbe plus verte. Mais c'est lui qui voit ça comme ça. C'est parce qu'on est là on est en vacances. On va à Aquatica. Du coup, il croit que c'est la fête....

JA: Tu as l'occasion de visiter un peu les États-Unis, en touriste?

GM: L'avantage avec mon métier c'est que je voyage. Je vais un jour avant, et je reviens un jour après. Par exemple, je fais un show dans l'Arizona...Nevada... Illinois *...whatever it is. Usually, je viens un jour avant. Je visite un peu. J'aime bien m'imprégner...,* parce que quand je parle devant une audience j'aime m'imprégner un peu de la culture vite fait. C'est facile. Tu regardes autour, des gens, et tu as toujours une petite histoire à raconter après. Je regarde un petit peu, j'aime bien savoir c'est quoi leurs ressources et d'où ils

viennent. Donc du coup tu visites. Là je suis allé en Arizona. Je suis rentré hier d'Arizona. J'ai vu tous ces magnifiques cactus, tu sais, avec les bras là.

Moi, j'arrive devant 15.000 personnes, et je leur dis "Hey guys, how do I get a cactus? No, seriously. I want one like that in my garden." *And you hear people say, "Well, if you do so, you'll go to jail because they are 500 years old." And then you hear and you mix with the culture, and it was beautiful. On the landing strip, j'étais en train de dire, «Mais comment ça se fait qu'il y a pas d'arbres ici. Tout a été brûlé». De haut, on croit que c'est de tout petits arbres. En fait, c'était des cactus de 3 ou 4 mètres de haut. Magnifique. J'ai adoré. J'adore visiter les États-Unis....*

JA: À part des gens, qu'est-ce qui te manque le plus en France.

GM: À part la famille, les amis? *The beauty of the country. When I'm back, sometimes I'm pretty upset.* –C'est tellement facile pour moi de parler en anglais. C'est déconcertant. Voyons. –C'est parce qu'en fait quand je suis allé en France, j'ai vu qu'il y a beaucoup de construction qui se passe dans ma ville en ce moment, à Cannes, et tu te dis «mais pourquoi»? Il n'y a plus du tout de forêt. C'est une énorme masse de béton. Ça, ça m'a déplu vachement. Mais bon, je peux rien y faire.

J'avais une petite forêt qui s'appelle la Croix des Gardes où il n'y avait rien de spécial, mais il y avait une forêt. Je suis retourné, et elle est plus que du béton. Mais quand je te parle par milliers d'appartements, que du béton. Donc je sais pas, c'est quoi leur problème. Maintenant ça va être une énorme masse de béton et puis point final. Il se disent, «tu n'as qu'à aller dans le Var». Dans le Var dans 20 ans, il y aura plus que du béton aussi. La seule chose qu'on a de précieux, c'est la planète. C'est simple. Ce qui se passe un petit peu partout, je trouve en France, c'est que les gens ils quittent les villages; ils se mettent dans les villes. Les villes s'agrandissent, surtout du nord au sud. C'est comme qu'on s'occupe pas de sa santé. Le jour où ça va plus, mais ça va plus. Si tu n'as pas ta santé tu n'as rien...

JA: Comment est-ce que tu as appris l'anglais, et comment est-ce que tu as appris surtout à le parler si bien?

GM: C'est gentil. ... *I learned it in the streets. I've never been to school a day in my life here. Never. And I never learned in class also in France....* Je crois que sincèrement, il faudrait pour intéresser les enfants, des fois, leur mettre –Je te dis pas comment faire le travail– Ça m'aurait vachement plus intéressé d'avoir appris plus en pratiquant vraiment l'anglais.

Ma prof d'anglais me parlait français. Ma prof d'anglais était espagnole. Ça c'était difficile. J'avais pas eu de prof américain, comme toi. Parler qu'anglais, qu'anglais... *put some videos, interact more.*

À l'école j'étais nul. J'espère que tous les enfants vont entendre ça. À l'école j'étais zéro. Je copiais sur toutes les copies possibles imaginables, sur toutes les filles qui étaient intelligentes dans la classe. J'étais zéro.

De suite, dès que je me suis immergé dans la culture et j'avais plus le choix, en un mois j'ai appris l'anglais. Non, je suis resté 3 mois total la première fois. Je suis rentré. J'ai décroché un boulot immédiatement dans un restaurant qui s'appelle *Planet Hollywood* parce qu'ils me disaient: «Mais tu es complètement bilingue». –C'est vrai? Ça fait trois mois que je suis ici. C'est bien cette histoire!

Je me suis rendu compte que j'avais des facilités dans la langue... C'est venu de suite, mais il suffit de sourire un peu.

C'est vrai que sur le coup on dit, «Oh, ma prof d'anglais on s'en fout on s'en fout». Mais *next thing you know*, tu deviens adulte et tu as besoin de parler anglais et tu es là comme un con...

En France, il devrait y avoir dans chaque ville un cinéma où il y a que des films en V.O. Forcer les jeunes à regarder des films en V.O., ils vont avoir l'oreille et puis c'est tellement mieux de voir un film en V.O. Moi, je regarde un film en coréen, je regarde en coréen, et je sous-titre puisque le mec il parle, et sa bouche elle continue à bouger. Moi en tant qu'acteur, je ne peux pas. Je ne peux pas.

JA: Qu'est-ce que tu dirais alors aux élèves américains qui s'intéressent à apprendre le français?

GM: C'est pas plus compliqué que ça. S'ils ont l'occasion de pouvoir s'immerger dans le pays, aller pendant un mois ou deux en vacances ou faire des études, il faut absolument le faire. C'est une expérience, *an out of body experience*. Tu apprends à une vitesse folle.... Les gens autour de toi ils vont pas, pas comme *the teachers, they're not going to cut you slack. You are gonna have to... It's life.*

Ça c'est vachement important de pouvoir s'immerger dans la culture. Tu apprends à une vitesse incroyable. Et puis il faut écouter à l'école. Parce qu'ils vont te donner à l'école les bases pour ne pas faire des *mistakes*. Moi j'avais pas ça. Je parlais anglais en verlan, quoi. C'était pas si facile que ça. J'aurais adoré avoir un prof qui m'intéresse. J'aurais aussi adoré avoir un prof qui est expressive avec ses mains et sa façon de bouger son corps... Je dirais d'avoir un prof qui aurait pu t'apprendre en te montrant, en te guidant... C'est vachement important *to me*.

Mais il faut absolument qu'ils partent aussi avec un petit *backpack around the country*, aller dans des villages, essayer. Les Français ils adorent quand t'essaies. C'est une *misconception*. Les gens disent qu'ils sont *cocky the French people. They do not understand what you're saying. They get frustrated very fast, because French people have no patience. It's not in their blood. Sorry.* C'est vrai.... Il faut essayer avec un grand sourire. Rien ne t'es refusé dans le monde entier quand tu demandes avec un sourire. Les jeunes là-bas, ils doivent absolument écouter, c'est primordial.... Chaque fois qu'ils se retrouvent dans une classe il faut qu'ils viennent avec le sourire. Il faut qu'ils viennent avec l'envie d'apprendre quelque chose aujourd'hui. *You never know when you'll need it. In*

life, it's so important.

Imagine que tu rentres aux États-Unis. Tu parles déjà deux langues. *The power you have, it's like you've been to college for six years. Period. And you just spent a year in France, and now you have something that is priceless.... You become interesting. I became very interesting to a lot of people because of my knowledge with language and it changed a lot of things. I am where I am today and I do what I do today because of my passion with language.*

Gilles paraîtra de nouveau dans au moins quatre épisodes de *Brothers & Sisters* début février. Si vous voulez que son rôle continue, contactez ABC à Brothers & Sisters, 500 S. Buena Vista St., Stage 6, Burbank, CA 91521-2915.

Pour en apprendre davantage ou pour suivre les nombreux shows auxquels il participe, vous pouvez consulter son site Web à [www.gillesmarini.com].

Fait à Los Angeles, le 16 novembre 2009

Jayne Abrate
AATF Executive Director
[abrate@siu.edu]

Liens utiles

Twitter: gillesmarini

Facebook: Gilles Marini Official

Voir Gilles préparer une bûche de Noël:
[http://abclocal.go.com/kgov/video?id=7145594§ion=view_from_the_bay]

Voir sa recette pour une galette des rois:
[www.people.com/people/package/article/0,,20319528_20318588,00.html]

Visionner les épisodes de *Brothers & Sisters*:
[http://abc.go.com/shows/brothers-and-sisters]

Sa visite à *The View* (mentionnée dans le texte): [http://showhype.com/video/gilles_marini_surprise_barbara_walters_on_the_view]

Quelques interviews (en anglais): [http://abclocal.go.com/kgov/video?id=6848951]
[http://amprofile.blogspot.com/2009/03/gilles-marini-interview.html]

[http://blogs.abc.com/brothersandsisters/2009/11/interview-with-gilles-marini-part-two.html]

Dancing with the Stars

Le chacha: [www.youtube.com/watch?v=b4CcKOKIFnk]

Le tango argentin: [www.youtube.com/watch?v=Fh76S9ZMaM4&feature=related]

Le paso doble: [www.youtube.com/watch?v=iba5AxwFxy&feature=related]

CALENDAR OF EVENTS

1ST INTERNATIONAL CONFERENCE ON HERITAGE/COMMUNITY LANGUAGES, February 19-21, 2010, Los Angeles, CA. Information: National Heritage Language Resource Center, 1333 Rolfe Hall, UCLA, Los Angeles, CA 90095-1411; E-mail: [nhlrc@international.ucla.edu]; Web: [www.international.ucla.edu/languages/nhlre/index.asp]

NATIONAL FOREIGN LANGUAGE WEEK, March 2-8, 2010. Information: Web: [lacitycollege.edu/academic/honor/amg/homepage.html]

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, Mar. 4-6, 2010, Minneapolis, MN. Information: Patrick Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; Tel: (414) 405-4645; Fax: (414) 276-4650; E-mail: [CSCTFL@aol.com]; Web: [www.csctfl.org]

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS, March 6-9, 2010, Atlanta, GA. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760; E-mail: [info@aaal.org]; Web: [www.aaal.org]

TEACHERS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, March 24-27, 2010, Boston, MA. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [info@tesol.org]; Web: [www.tesol.org]

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 25-27, 2010, New York, NY. Information: Rebecca Kline, NECTFL, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Tel: (717) 245-1977; Fax: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org]

LANGUAGE TESTING RESEARCH COLLOQUIUM, April 8-10, 2010, Cambridge, UK. Information: Web: [www.iltaonline.com]

OHIO FOREIGN LANGUAGE ASSOCIATION, April 8-10, 2010, Columbus, OH. Information: Web: [www.oflaonline.org]

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, April 8-10, 2010, Dallas, TX. Information: Jody Klopp, Executive Director, SWCOLT; E-mail: [jklopp@cox.net]; Web: [www.swcolt.org]

NEW CHALLENGES FOR MULTILINGUALISM IN EUROPE, April 11-15, 2010, Dubrovnik, Croatia. Information:

Mirna Jernej, Inst. for Anthropological Research, Lj.Gajca 32, P.O. Box 290 10000 Zagreb, Croatia. E-mail: [Mirna.Jernjj@inantro.hr]

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, April 15-17, 2010, Salem, NC. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org]

SOUTH CENTRAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY, Ap. 29-May 1, 2010, Joint conference with Arkansas Foreign Language Teachers Assoc., Hot Springs, AR. Information: Sharon Sellars, FLRC/UALR, 2801 South University, Little Rock, AR 72204; Tel: (501) 569-3272; E-mail: [sesellars@ualr.edu]; Web: [www.socallt.org]

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 30-May 4, 2010, Denver, CO. Information: AERA, 1430 K Street, NW, Washington, D.C. 20005; Telephone: (202) 238-3200; Fax: (202) 238-3250; Web: [www.aera.net]

INTERNATIONAL READING ASSOCIATION, May 2-6, 2010, Los Angeles, CA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139; E-mail: [pubinfo@reading.org]; Web: [www.reading.org]

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 4-7, 2010, Philadelphia, PA. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, SIUC, Carbon-dale, IL 62901-4510. Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org]

18TH INTERNATIONAL CONFERENCE ON PRAGMATICS AND LANGUAGE LEARNING, July 16-19, 2010, Kobe, Japan. Information: Kobe City University of Foreign Languages. E-mail: [pll18kobe@gmail.com]; Web: [www.pragsig.org/pll/call.html]

AFRICAN STUDIES ASSOCIATION, November 18-21, 2010, San Francisco, CA. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Telephone: (732) 932-8173; Fax: (732) 932-3394; E-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org]

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING,

November 19-21, 2010, Boston, MA. Information: NNELL, PO Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC. E-mail: [nnell@wfu.edu]; Web: [www.nnell.org]

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 19 -21, 2010, Boston, MA. Information: ACTFL, 1001 N. Fairfax Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org]

3RD INTERNATIONAL CONFERENCE ON APPLIED LINGUISTICS, November 27-28, 2010, Minhsiung, Taiwan. Information: National Chiayi University, Department of Foreign Languages; E-mail: [ical2010.ncyu@gmail.com] Web: [sites.google.com/site/ical2010/Home]

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.ca/pu].

Prices are subject to change without notice.



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REMINDER: IMPORTANT DEADLINES AND DATES

- February 1 Deadline for receipt of nominations for the 2010 Dorothy Ludwig Excellence in Teaching Awards (see page 17)
Deadline for receipt of nominations for the 2010 ISE Language Matters Award (see page 28)
- February 12 Deadline for applications for post-doctoral fellowships to the Pasteur Institute (see page 44)
- February 15 Deadline for submission of AATF Summer Scholarship applications (see page 33)
- February 24 Deadline for submissions of FLES* Poster Contest entries to Chapter Presidents (see page 23)
- March 1 Deadline for submissions for AATF Small Grants (see page 27)
- March 10 Deadline for applications for Quebec Studies Grant (see page 15)
- March 20 Deadline for submission of applications for the *Bourse d'Excellence Gaston Miron* (see November issue)
Deadline for submission of applications for Quebec Research Grants (see page 15)
- March 15 Deadline for submission of Walter Jensen Scholarship applications (see page 27)
- April 15 Deadline for Early Bird Registration for the AATF Convention in Philadelphia (page 28)
- May 26 Deadline for receipt of applications for UQAM Scholarship (see page 34)
- June 2 Deadline for reserving a room at convention rates for the AATF Convention in Philadelphia (see page 28)
- July 4-7 AATF Annual Convention in Philadelphia (see pages 9, 28)
- August 1 Deadline for receipt of submissions for the *French Review* special issue on Quebec (see page 32)
Deadline for submissions for the September *National Bulletin*

NEWS FROM THE WORLD OF PASTEUR

We are pleased to announce the re-launch of our Web site [www.pasteurfoundation.org/] where you will find news from the world of the *Institut Pasteur*. The Pasteur Foundation is the U.S. nonprofit affiliate of the *Institut Pasteur*, working to promote and support biomedical research conducted there. We run several programs benefiting U.S. scientists and undergraduate students wishing to pursue a career in science.

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The Pasteur Foundation [PasteurUS@aol.com]